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ABSTRACT

The Illinois Learning Standards are state content standards that describe what students should know and be able to achieve in grades K-12. The challenge for the 2000-2001 school year was to produce performance standards that would indicate how well students should perform to meet the state standards. The performance standards describe how well students perform at various points on an educational development continuum. The continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over 10 incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (starting, approaching, meeting, exceeding). Performance standards include four essential elements: (1) performance descriptors, (2) performance levels, (3) assessment tasks, and (4) performance examples. The performance standards supplement the Illinois Learning Standards by providing sufficient detail and examples to enable teachers to establish appropriate grade level performance expectations for students. The Illinois social science performance descriptors described in this booklet are for grades 6-12. The booklet contains five sections: (1) "Introduction" (Design for Performance Standards; Vision for Social Science Performance; Intended Use and Interpretation); (2) "Social Science Performance Descriptors"; (3) "Glossary"; (4) "Relationship of Performance Descriptors to National and State Standards"; and (5) "References" (n=12). (BT)

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Illinois State Board of Education

SOCIAL SCIENCE PERFORMANCE DESCRIPTORS

GRADES 6-12

SO 034 726

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INTRODUCTION

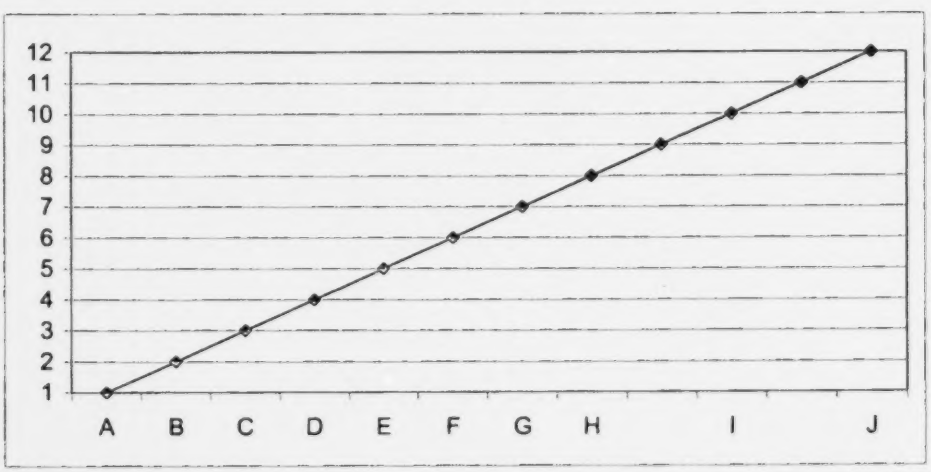
Design for Performance Standards

The Illinois Learning Standards are content standards that describe *"what"* students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate *"how well"* students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association[1] raised two pertinent questions policymakers should consider for the design of performance standards:

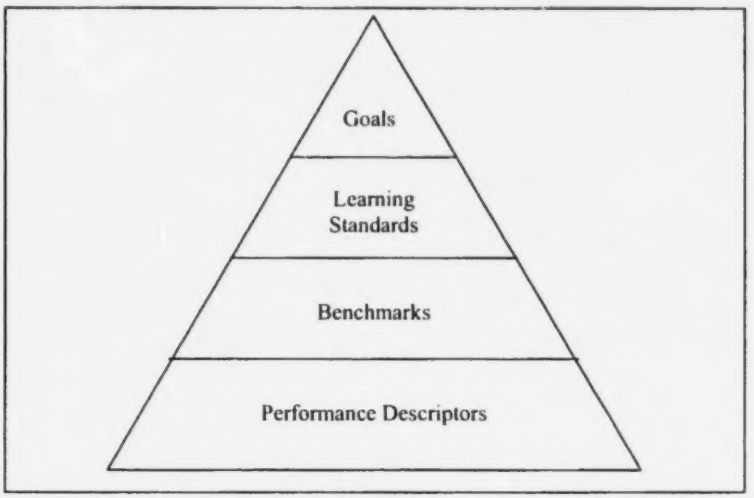
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks, and performance examples.



[1] Ouellette, M. (2000). "Maintaining progress through systemic education reform: Performance standards," Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.



Definitions

performance standards: the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks)* for student work *(performance examples)* at each of the stages.

performance descriptors: statements of how students can demonstrate the knowledge and skills they acquired.[2]

performance levels: descriptions of how well students have achieved the standards; that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

PERFORMANCE LEVEL =	RANGE +	FREQUENCY +	FACILITY +	DEPTH +	CREATIVITY +	QUALITY
Exceeding	extensively	consistently	automatically	profoundly	inventively	excellently
Meeting	fully	usually	quickly	deeply	imaginatively	well
Approaching	partially	occasionally	haltingly	cursorily	commonly	marginally
Starting	narrowly	rarely	slowly	superficially	imitatively	poorly

[2] New Standards. Performance Standards. (1997) Washington, DC: The National Center on Education and the Economy.

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assessment tasks: descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

performance examples: student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

Template For Expanded Performance Descriptors

BENCHMARKS ⇒	early elementary			late elementary		middle/ junior high			early high	late high
STAGES ⇒ PERFORMANCE LEVELS ⇓	A	B	C	D	E	F	G	H	I	J
Exceeding										
Meeting										
Approaching										
Starting										

Vision for Social Science Performance

Knowledge and understanding of the social sciences place students in position to understand themselves as citizens within a global society. Each of the social sciences provides information about, and gives special insight into, the human condition. Social science students demonstrate knowledge and understanding of each of the principal social science disciplines, and give evidence that they understand the relationships among them. Among the integrated social science disciplines are political science, economics, history, geography, sociology, anthropology, and psychology.

In seeking an answer to a question about either the past or present, a student first draws upon the knowledge and understanding provided by each of these social sciences, and then synthesizes the appropriate information to reach an informed and reasonable conclusion. Students of the social sciences employ a methodology that requires them to ask questions, form a hypothesis, collect and analyze a variety of data before drawing a reasonable conclusion that is communicated to other people. When students present their findings, they demonstrate that they have searched carefully and thought critically about the sources of information and the evidence. The knowledge and understanding gained from the study of the social sciences is applied to evaluate differing perspectives on historical, political, economic, geographic, or social issues.

Preparation in the skills of social science inquiry prepares the student to engage in rational decision-making as both an individual and as a citizen:

Goal 14 - Understand political systems, with an emphasis on the United States. The preservation and advancement of a free society within a constitutional democracy demands an informed, competent, and humane citizenry. Toward this end, civic education must be provided to students to help them learn, practice, and demonstrate the traits of a responsible citizen. This goal can be accomplished through developmental steps by giving students the knowledge, skills, and opportunities to illustrate their understanding of the following:

- the fundamental concepts, principles, and traditions underlying our political system
- the significance and meaning underlying constitutional documents and court

decisions which have established and continue to shape our political and legal systems;
- the need to respect the civil rights and viewpoints of other individuals and groups;
- the skills needed for participation in political and civic activities;
- the relationship the United States shares as part of an international community of nations and regions.

In order to live in a more productive, cooperative, and safe nation and world, we must prepare citizens who can identify, understand, and solve problems affecting an increasingly diverse nation and interdependent world.

Goal 15: Understand economic systems, with an emphasis on the United States. People's lives are directly affected by the economies around them. All people engage in economic activity: saving, investing, trading, producing, and consuming. By understanding economic systems and learning the economic way of thinking, students will be able to make informed choices and more effectively use resources. Such understanding benefits both individuals and society as a whole.

Initially, young students should gain knowledge of basic economic concepts and develop the basic skills of economic decision-making that will enable them to:
- make good consumer choices;
- develop the habits of saving and investing;
- recognize the connection of what they learn in school to their future work opportunities;
- and recognize the contribution of governments to their economic world.

As students progress through the stages, additional economic skills will enable them to:
- identify economic problems, alternatives, benefits, and costs;
- analyze the incentives at work in an economic situation;
- compare benefits with costs;
- examine the consequences of changes in economic conditions and public policies; and
- collect and organize economic evidence.*

And student knowledge will expand to include:
- an understanding of basic economic concepts that form the basis for logical reasoning about economic issues that affect their lives;
- an understanding of how these basic concepts apply to them as consumers, producers, and voting citizens (personal finance/applied economics);
- comprehension of pertinent facts about the American economy, past and present;
- an understanding that economics provides tools for analysis of economic issues;
- recognition that differing viewpoints on economic issues exist because individuals and groups, even when using the same economic reasoning tools, bring differing criteria (based on values and experience) to the analysis of those issues.*

Gaining economic knowledge and skills will enable students to function more effectively in the economy, assuring that they will be able to both contribute to and benefit from the economic system in which they live.

Goal 16 - Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations. History encompasses the whole of human experience, from the earliest times to the present. As such, it provides perspectives on how the forces of continuity and change have shaped human life, both our own and others'. The study of history involves more than knowing the basic names, dates, and places associated with an event or episode. This knowledge is an essential first step to historical interpretation of the past, but historical study also moves on to a methodology that develops a deeper understanding within an individual.

Young students should gain knowledge of basic skills of historical interpretation that will enable them to:

- Recognize the importance of the past;
- Provide examples of significant events and people in the past;
- Understand the geographic, social, economic, and political relationships in history; and
- Recognize the contributions of significant people and events in the past to their present world.

As students progress through the stages, historical knowledge will enable them to:

- Explain differences and similarities in major historical eras;
- Use historical skills and sources to further interpret and understand past events, ideas, and people;
- Examine differing perspectives on significant events, ideas, and people; and
- Relate the past to their present world.

Student application and evaluation of these historical skills will include:

- Synthesizing history with the other social sciences;
- Evaluating the causes and effects of major developments in history;
- Predicting the impact of continuity and change across time; and
- Understanding the many viewpoints and perspectives which history incorporates across cultures and eras.

Ultimately, as students grow in these skills of historical analysis, they will demonstrate an understanding of the profound significance that the past has in their lives and the lives of others.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States. The study of geography is a lifelong learning process vital to the well being of students, the State of Illinois, the United States, and the world. As an integrative discipline that brings together the physical and human dimensions of the world, geography strives to make sense out of the spatial arrangements of people, places, and environments on Earth. Geography is a field of study that enables us to find answers to questions about the world around us. Geographers ask and attempt to answer questions about where something is located, why it is there, how it got there, how it is connected to other things and places, how it is arranged in relation to other things, and the significance of its location.

It is important that our students are taught the necessary geography content and skills to enable them to:

- function effectively in an increasingly interdependent and interconnected world;
- perform successfully in the workplace;

- participate in civic decision-making;
- understand the connections and relationships among themselves and other people, places and environments at local to global scales;
- compete effectively in the global economy;
- ensure the viability of Earth's environments;
- comprehend the cultures of the diverse peoples who share our planet;
- lead fulfilling and responsible lives.

Geography provides an avenue for understanding Earth, our home. This understanding for our students is more urgent now than ever before because of global relationships. The standards will provide a goal toward which students will strive and a benchmark against which teachers can measure performances.

Goal 18 - Understand social systems, with an emphasis on the United States.
Humans belong to groups from the moment of birth. In order to better understand their roles as individuals and group members of a diverse society, students must know and understand how culture has changed and how it is expressed. Students should also understand how and why groups and institutions are formed. When students understand these concepts, they are better able to contribute to their community and society.

Young students should gain knowledge of social systems that will enable them to:
- identify values held by their culture and community;
- recognize how cultures other than their own have influenced their culture;
- identify major social institutions in their community, along with the roles these institutions play; and
- understand how individuals and groups interact to obtain the basic needs of food, clothing, and shelter.

As students progress through the stages, additional knowledge of social systems will allow them to:
- describe how culture is shared and expressed through languages, literature, the arts, and traditions;
- predict how media and technology impact their culture;
- evaluate the effectiveness of social institutions in addressing social problems; and
- relate changes in production and population to changes in social systems.

As students reach the later stages of development, knowledge of social systems should enable them to:
- examine the influence of political, environmental, economic, and technological changes on social systems;
- examine the impact of various sociological and psychological theories on society and culture;
- analyze what it means to live in a pluralistic society; and
- use methods of social science inquiry to study the development and functions of social systems.

Intended Use and Interpretation

When the task force charged with writing the expanded performance descriptors (EPDs) for social science met and discussed the task, we were excited about the possibilities and the potential for helping teachers. In order for the materials to meet their potential, there are several key points the writers would like to bring to your attention before you start looking at this document, and begin to implement changes in the classroom that reflect these expectations for students. What follows is important to the intended use and implementation of this document.

1) **Different goals receive different amounts of emphasis each year.** It is not expected that every topic will be addressed each year. Rather, students will reach a certain depth of understanding of the concepts in social science and acquire certain levels of skill development each year as they progress through school.

   Even though each of the 23 Social Science standards applies to all grades, emphasis on content will vary among grade levels. For example, in the primary and middle grades, the majority of instructional time would address local and regional culture, geography and some history. In middle school, students would learn more about ancient civilizations, United States History, Geography and Government. In high school, students will study in depth to gain a deeper understanding of both the concepts and skills of the social sciences.

2) **The document is intended to be a developmental guide.** Stages are not intended to define grade levels. Instead, they represent the developmental stages of student learning and show a progression through which students develop understanding of social science concepts and knowledge. As a result, it is not enough for a teacher to look at a single stage and decide what content he or she will teach that year. He or she must look at a series of three stages to see the progression of understanding students should experience in order to move from one stage to the next. For example, a third grade teacher may initially look at the descriptors for stage C. However, not all third grade students would be at that level. Therefore, it would be beneficial to look at stages B, C and D to ensure that students are prepared to move to the next stage.

3) **The document is a curriculum development tool.** The stages of development presented in this document can help a school district develop curriculum that will meet state standards. By using the stages, corresponding curricula can move students through the stages of development without teaching every topic every year. Most units are developed using concepts from all five social science goals throughout the school year. Therefore, not every topic in stage F would be mastered before going on to further study Stage G and Stage H. In this manner the EPDs are used to help develop a curriculum, rather than to prescribe a state-mandated curriculum.

4) **Each stage is intended to represent growth from the previous stage.** An idea is repeated in a stage only if new content or concepts are introduced with respect to that topic. It is assumed that students will expand on their knowledge and skills in each stage. This is designed to remove isolated review from the curriculum. All review should be done in context of the new content being presented.

5) **The document uses appropriate social science terminology.** Occasionally, a reader may encounter an unfamiliar term. It is our hope that a vocabulary shift will occur, and the correct social science terms will be used. To assist the reader with terminology used in the descriptors, a glossary written with specific terminology for each of the social science disciplines can be found at the end of this document.

6) **The document is based on the current form of the state learning goals and their benchmarks.** It is assumed that the state goals and benchmarks will undergo continual refinement. This document will need to be revised as that happens. This document has also been carefully aligned with the discipline standards for all of the social sciences. All descriptors are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed. As such, this document should always be considered a work in progress.

Social Science Performance Descriptors

14A Students who meet the standard can understand and explain basic principles of the United States government.

Stage E	Stage F	Stage G
• Give examples of civic and personal responsibilities of students and adults. • Explain the characteristics of a democracy. • Justify why governments need to make rules and laws for people. • Explain the importance of the Declaration of Independence and the Illinois and United States Constitutions. • Define the concept of "unalienable" as it relates to rights expressed in the Declaration of Independence. • Explain how the U.S. Constitution can be amended. • Defend the idea of having a Bill of Rights to outline and protect the rights of citizens. • Summarize the evolution of one of the amendments to the constitution (e.g., its origins, implementation, influence). • Define rule of law.	• Define the concept of "consent of the governed." • Explain the importance of having a written constitution for a government. • Summarize the main points in constitutional documents (e.g., Declaration of Independence, Northwest Ordinance, Preamble of the United States Constitution). • Identify the basic similarities and differences between the Illinois and United States Constitutions. • Name the courts and judicial officials established to operate within the local, state, and federal governments. • Distinguish between the characteristics of a limited and unlimited government.	• Compare and contrast responsibilities shared between the state and federal governments. • Identify the rights and principles of limited government found within the Declaration of Independence. • Classify the type of courts and judicial officials established to operate within the local, state, and federal governments. • Describe the role of the courts in judicial review.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14A Students who meet the standard can understand and explain basic principles of the United States government.

Stage H	Stage I	Stage J
• Evaluate the rights and responsibilities of the individual within the family, social groups, community, or nation. • Categorize programs and services provided by governments into local, state, and federal levels. • Compare the similarities and differences in the state of Illinois and the national government's attempts to protect individual rights and still promote the common good. • Explain the influence of the Supreme Court and significant court decisions on the rights and responsibilities of citizens (e.g., defining, expanding, and limiting individual rights). • Analyze the efforts of our court system to take into account the rights of both those accused of crimes and their victims.	• Analyze how local, state, and national governments serve the purposes for which they were created. • Summarize the historical development of rights and responsibilities contained within the Bill of Rights and later amendments to the U.S. Constitution. • Analyze how public policy issues are influenced by government actions (e.g., transportation, the environment). • Recognize the responsibilities of some of the departments and regulatory agencies of the federal government (e.g., the Treasury, NASA, EPA, FCC). • Identify sources of revenue and funding used to support government services at the local, state, and national levels. • Categorize major sources of revenue for local, state, and federal governments. • Predict potential changes in contemporary interpretations of the Bill of Rights.	• Describe how changing interpretations of the powers and limitations of our Constitution have affected rights and responsibilities of groups and individuals. • Evaluate the relationship that can exist between local, state, and national governments concerning majority rule and minority rights. • Describe contemporary controversies regarding the principle of federalism and states rights. • Analyze the fundamental principles of our political system that often come into conflict (e.g., rule of law, liberty and equality, individual rights and the common good, separation of powers, majority rule and minority rights). • Evaluate how fundamental political principles (e.g., separation of powers, checks and balances, individual rights, and federalism) led to the development of democratic government in the United States and Illinois. • Evaluate the equity of forms of taxation. • Analyze significant U.S. Supreme Court decisions that address equal protection and due process issues.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14B Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

Stage E	Stage F	Stage G
• State the names of the two houses in the Illinois state legislature. • Describe the purpose behind the principles of division and sharing powers among the executive, legislative, and judicial branches. • Describe the system of checks and balances among the three branches of the federal government. • Differentiate between the characteristics of criminal and civil trials.	• Describe the characteristics of a two-house legislature. • Explain the reasons for having the system of checks and balances as part of the organization of the federal government. • Define the roles and responsibilities of top officials in Illinois State government (e.g., Governor, Sec. of State). • Explain the distributed and shared powers of the local, state, and federal government.	• Describe the impact of the federal government's system of checks and balances (e.g., the results of a presidential veto). • Analyze historical examples of the system of checks and balances according to the respective branches of the federal government. • Compare similarities and differences in the powers of the Governor of the State of Illinois and the President of the United States to resolve conflicts and crises. • Formulate a conclusion about the use of power by state or national governmental executives. • Describe the organization of the Illinois General Assembly. • Define "jurisdiction" as it applies to a court system.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science Performance Descriptors

14B Students who meet the standard can understand the structures and functions of the political systems of Illinois, the United States, and other nations.

Stage H	Stage I	Stage J
• Compare the powers and responsibilities of the members of the House of Representatives and Senate within the United States Congress. • Explain the advantages and disadvantages of our federal system's separation of powers. • Differentiate among the powers, limitations, and responsibilities of the state government of Illinois and the federal government. • Distinguish between the powers and responsibilities of our state and federal courts as outlined in our state and national constitutions. • Illustrate the organization of the three branches of the state government of Illinois. • Justify why the Illinois Constitution cannot violate the United States Constitution.	• Describe how various nations have pursued, established, and maintained democratic forms of government over time. • Compare executive and legislative branches of our federal government with those of a parliamentary government (e.g., the United Kingdom). • Categorize the similarities and differences among world political systems (e.g., democracy, socialism, communism). • Analyze how cultural characteristics influence political practices (e.g., voting procedures, types of political campaigning). • Compare the political parties found in the United States with those found in other democratic societies.	• Compare the government under the Articles of Confederation and contemporary confederated governments and organizations (e.g., the United Nations, Organization of American States, Organization of African States, and the European Union). • Compare and contrast the constitutional democracy of the United States with those of similar governments (e.g., United Kingdom, Japan, Australia). • Hypothesize about the changes that may occur within representative democracies in an increasingly diverse ethnic population. • Critique how different forms of political systems throughout the world have tended to protect or violate basic human rights of people. • Evaluate how cultural beliefs affect citizenship.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14C Students who meet the standard can understand election processes and responsibilities of citizens.

Stage E	Stage F	Stage G
• Describe situations in their home, school, or community where the rights of minorities have been respected. • Predict the consequences of ignoring the rights of other people in public places (e.g., smoking in a crowded theater). • Explain how an individual or group has solved a problem in their community. • Identify voting requirements.	• Create a list of ideas that would encourage more civic responsibility among people. • Explain the role of a citizen in choosing leaders. • Illustrate how people are elected to all levels of our government. • Analyze historical events involving the extension or denial of political and electoral rights of various citizens or groups of people.	• Describe the requirements for candidates for local, state, and national offices. • Compare the platforms of two or more political parties during an election to determine differences. • Explain the position on a particular issue of a candidate for political office.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14C Students who meet the standard can understand election processes and responsibilities of citizens.

Stage H	Stage I	Stage J
• Describe responsibilities that citizens share during an election. • Compare/contrast the historical positions of political parties in elections. • Compare historical examples of issues in local, state, or national elections affecting the civil rights of various groups. • Describe how voting barriers have been removed to allow greater participation in elections (e.g., common people gaining the right the vote, minority voting status). • Analyze an example of a government denying voting rights to individuals or groups. • Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions).	• Analyze voting patterns in local, state, or national elections. • Describe examples of individuals and groups whose volunteerism has benefited their local community, state, or nation. • Compare historical and contemporary principles and values that motivated people toward volunteerism in their community, state, and/or nation. • Define the concept "civic virtue."	• Explain the voter registration process. • Describe how the right to vote has changed for individuals and groups in the State of Illinois. • Critique the advantages and disadvantages of maintaining the electoral college system for the election of the President of the United States. • Analyze the political campaign commercials in terms of the tactics politicians, political parties, and political interest groups use to appeal to voters. • Evaluate the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media). • Evaluate the impact of propaganda on the role of decision-making within the political process. • Predict how technology will impact our present electoral process (e.g., voting over the Internet to increase voter participation). • Evaluate the strengths and weaknesses of the election process within a specific level of government, and suggest changes that will improve that system.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14D Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

Stage E	Stage F	Stage G
• Describe a situation where minority rights may supersede the wishes of the majority. • Produce a plan to increase student and/or parent involvement in school activities. • Define the concept of "lobbying" to influence public opinion or legislative decision-making. • Explain ways that individuals and groups influence the shaping of public policy. • Compare/contrast contemporary and traditional forms of political persuasion (e.g., speeches and parades with Internet, faxes, electronic mail).	• Summarize an individual or group's motivation for participating in the shaping of public policy. • Analyze actions taken by governments to improve the lives of people. • Analyze ways in which the media is used by political parties and interest groups to influence public opinion. • Explain how political parties and interest groups affect legislation. • Describe an historical event or period in which political parties influenced public policy.	• Explain the importance of an individual's responsibility to maintain a democratic, civil society. • Evaluate the benefits of highly involved citizens to a society. • Identify the reasons for public opinion polls sponsored by political parties, public interest groups, and the media. • Describe methods of communication that individuals, groups, and the media use to present information to the public. • Interpret political cartoons in terms of captions and images to persuade people to accept political positions on various issues. ▶
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14D Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

Stage H	Stage I	Stage J
• Summarize the actions of an individual or group's effort to influence current public policy in their community, state, or nation. • Compare and contrast the roles and influence of various individuals, groups, and media in shaping current public policy issues in their community, state, or nation. • Measure political interest or activity in a civic or social cause. • Predict how technology and social change will impact the conduct of political parties.	• Analyze the role of individuals, groups, and the media in shaping contemporary debate on local, state, and national government. • Evaluate editorial positions in the print or electronic media in terms of their strength, accuracy, and persuasive influence. • Evaluate influences upon elections (e.g., editorials, television and radio commercials, public opinion polls, web sites). • Trace the evolution of movements to secure rights (e.g., people with disabilities, ethnic groups, women). • Defend a position on a political issue related to current events or national policies.	• Evaluate a public policy issue in terms of the costs and benefits from the perspective of different political and public interest groups. • Critique the impact of changing technology (e.g., the Internet) on civic activity and the understanding of public policy issues. • Evaluate the impact of individual and group lobbying upon legislative decision-making. • Explain the impact of a third party candidate or issue that had the effect of reforming an existing major political party. • Trace the historical evolution of an association or political party that was created to affect a local, state, or national issue (e.g., Populist Party, Sierra Club, a temperance society). • Analyze the platform of a political candidate or party. • Summarize how past and present American political parties have gained or lost influence on political decision-making and voting behavior.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14E Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

Stage E	Stage F	Stage G
• Summarize how nations interact to avoid conflict (e.g., diplomacy, trade, treaties). • Identify government branches and offices at the federal level that are responsible for conducting foreign affairs. • Identify a treaty the United States has signed with another country. • Describe how a specific issue (e.g., trade, resources, human rights) has affected a president's foreign policy.	• Identify a political tradition or custom that had its origin in another country (e.g., representative government). • Describe the leadership role of the United States in international organizations (e.g., the United Nations, NATO, IMF). • Explain the costs and benefits of an historical treaty the United States has signed with another nation or international organization.	• Review the principles the United States has traditionally held in joining international organizations (e.g., the interests and benefits of world peace, open trade over closed markets). • Explain an historical event in which the United States played a leading role. • Analyze an event or issue that links the people of Illinois to another nation (e.g., issues or negotiations over trade, immigration of ethnic groups).
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science Performance Descriptors

14E Students who meet the standard can understand United States foreign policy as it relates to other nations and international issues.

Stage H	Stage I	Stage J
• Identify situations in which United States diplomacy favors one nation over another (e.g., trade, military protection). • Compare the interests of the United States and other nations in making foreign policy decisions (e.g., defense, trade, environmental protection, communications). • Compare/contrast the ideals and interests of the United States in participating in international organizations. • Analyze cases of changing diplomatic relations between the United States and other people or nations (e.g., changing relations with Native American tribes, changing relations with the Soviet Union during and after World War II). • Predict the effects of technology on foreign policy decision-making.	• Describe the development of the United States as world leader in international relations (e.g., finance, defense, trade). • Relate historical trends within the United States and the world that have influenced international relations (e.g., nationalism, revolutionary ideals). • Compare the conduct of different presidents in handling of similar diplomatic or foreign policy issues. • Summarize an historical event in which the United States played a significant role in the foreign policy of another nation or region (e.g., the Cold War policy of containment upon the Soviet Union and the region of Southeast Asia in the 1950s to 1970s).	• Analyze the effectiveness of U.S. foreign policy within an historical or contemporary context. • Evaluate the actions of the United States government in the acquisition of territories and the growth of American influence over other nations. • Evaluate the costs and benefits of the United States government in maintaining relationships with international organizations (e.g., the United Nations, NATO). • Explain the influence of contemporary international organizations on world affairs. • Compare how different political systems in other countries define and protect human rights. • Analyze patterns of conflict and compromise related to international affairs (e.g., examples of nations that have fought wars or settled disagreements through treaties over such matters as disputed borders and the resources and land along such lines of conflict).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14F Students who meet the standard can understand the development of United States political ideas and traditions.

Stage E	Stage F	Stage G
• Describe examples of the development of basic freedoms for the people of the United States. • Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g., freedom of speech, the right to bear arms, slavery, voting rights). • Compare the similarities found in national symbols, legends, or stories that have emphasized the value of such principles as freedom, liberty, preservation of the Union, etc. • Describe historical examples featuring the denial or extension of civil rights to various individuals or groups. • Identify significant changes in communication or technology that have had an affect on the spread of political information and influence (e.g., telegraph, television, Internet).	• Give examples of events where people have had to fight to win their equality. • Illustrate conflicts over the rights and freedom of competing individuals or groups (e.g., a novel about two families from the north and south during the Civil War). • Compare the arguments of competing public interest groups on constitutional rights (e.g., rights of gun owners versus those who advocate greater restrictions on gun ownership).	• Provide an argument justifying the need for civil rights for citizens of any nation. • Summarize the historical development of the concept of individual liberty (e.g., Colonial America to contemporary political interest groups). • Analyze the causes and effects of when national interests have called for the limitation or restriction of civil rights (e.g., internment of Japanese Americans during World War II).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

14F Students who meet the standard can understand the development of United States political ideas and traditions.

Stage H	Stage I	Stage J
• Summarize the historical influences on the development of political ideas and practices as listed in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the Illinois Constitution. • Give examples of how United States political ideas and traditions have either included or denied additional amendments respecting or extending the rights of its citizens. • Analyze an influential U.S. Supreme Court case decision and the impact it had in promoting or limiting civil rights. • Compare arguments for expanding or limiting freedoms and protection for citizens outlined in the Bill of Rights.	• Describe significant historical events and processes that brought about changes in the political ideas and traditions of the United States (e.g., Civil War, the New Deal). • Trace the ideology, events, individuals, and groups that influenced the adoption of amendments to the U.S. Constitution. • Evaluate the effect an historic speech had in changing people's ideas about political involvement or their rights (e.g., John Kennedy's Inaugural Speech, "Ask not"). • Hypothesize about the impact of the extension of greater voting rights through such steps as motor-voter registration, registration and voting over the Internet, etc. • Analyze the evolution of a particular political tradition that still influences modern political discourse. • Distinguish between the advantages and disadvantages of federal, confederate, and unitary systems of government found across the course of United States History within the United States. • Analyze the changing role of the judiciary in defining citizen's rights and responsibilities. • Describe the evolution of criminals and victims' rights within our judicial system.	• Describe the ideological origins of representative democracy within the cultural traditions of ancient Greece and Rome. • Analyze the historical evolution of a political tradition and how it was transformed by varying geographical, economic, technological, and social forces (e.g., political caucus, voting patterns for political parties within different regions of the United States). • Assess the advantages and disadvantages of the establishment of a free press. • Describe the impact of the Northwest Ordinance of 1787 on the political development of the United States, the Midwest, and specifically Illinois. • Evaluate the advantages and disadvantages of negative rights (inherent rights that the government cannot take away) and positive rights (a right provided by the government) (e.g., Congress cannot make a law that denies freedom of religion; the right to vote extended to women). • Analyze examples of the success or failure of individuals or groups to influence change or maintain continuity within a political party or government system. • Evaluate how changing geographical, economic, technological, and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15A Students who meet the standard understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.

Stage E	Stage F	Stage G
• Explain how a market economy answers the three basic economic questions: o What to produce? o How to produce? o For whom to produce? • Identify the productive resources people sell to earn income. • Identify human resources in their community and the goods and services they produce. • Analyze the relationship between what they learn in school and the skills they need for a job.	• Define productivity. • Demonstrate how productivity increases through the use of technology. • Demonstrate how education and training improve skills and increase productivity. • Explain that in a market economy, producers make the goods and services consumers want.	• Explain that consumer demand determines what producers will produce in a market economy. • Identify the productive resources households sell to businesses and the payments received for those resources. • Identify the goods and services businesses sell to households and the payments received for those goods and services. • Identify times when students or adults are consumers and when students or adults are producers.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15A Students who meet the standard understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.

Stage H	Stage I	Stage J
• Explain how the price of productive resources in a market economy would influence producer decisions about how, how much, and what to produce. • Analyze the relationship between productivity and wages. • Demonstrate the circular flow of interaction among households, businesses, and government in the economy. • Describe the role of financial institutions in the economy. • Identify the causes of unemployment. • Define GDP.	• Analyze the differences between a market and command economy (i.e., private ownership, methods of allocation). • Demonstrate how GDP can be used as a measurement of a country's economic growth or decline over time. • Explain that a country's total output of goods and services can and does fluctuate from year to year. • Identify the Consumer Price Index (CPI) as the most commonly used measure of price-level changes in the economy. • Analyze the impact of inflation and deflation on lenders, savers, borrowers, people on fixed incomes, and on the economy as a whole. • Analyze the factors that lead to different unemployment rates for various groups (e.g., different ethnic groups, income levels, gender, age, and regions of the country). • Explain why the unemployment rate is an imperfect measure of unemployment in the economy. • Identify the economic cost of unemployment. • Define full employment.	• Identify the factors contributing to real economic growth in a nation (e.g., investments in human/physical capital, research and development, technological change). • Identify the factors that limit a nation's potential level of GDP. • Explain the costs and benefits to individuals and society of investments in physical and human capital. • Analyze the benefits and costs of economic growth. • Define each type of unemployment (frictional, structural, seasonal, and cyclical). • Explain why structural and cyclical unemployment are more serious for the economy than seasonal or frictional unemployment. • Formulate and defend public policy that might address structural or cyclical unemployment. • Analyze the impact of unemployment on a given geographic region (e.g., state, county, city). • Utilize the consumer price index (CPI) to identify periods of inflation and deflation over various periods of U.S. history. • Evaluate economic policies by how successfully they curb unemployment, keep economic costs to a minimum, and keep prices stable.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15B Students who meet the standard understand that scarcity necessitates choices by consumers.

Stage E	Stage F	Stage G
• Apply the concept of opportunity cost to choices in the classroom. • Identify factors that affect consumer choices (e.g., prices of goods and services; quality; income; preferences/tastes). • Describe how a large increase or decrease in the price of a good or service would affect how much of that item would be purchased. • Explain why consumers will buy more goods and services at lower prices and fewer at higher prices. • Define prices as what consumers pay when buying goods or services and what sellers receive when selling goods or services.	• Explain that a market exists whenever buyers and sellers exchange goods and services. • Identify examples of people acting as consumers and as producers. • Illustrate the law of demand. • Explain that prices are determined through the buying and selling decisions made by buyers and sellers. • Explain that competition takes place when there are many buyers and sellers of similar products. • Identify markets where there is competition among sellers. • Identify examples of competition among buyers.	• Explain why people are both consumers and producers. • Identify markets where buyers and sellers meet face-to-face and markets in which buyers and sellers never meet directly. • Explain the benefits to consumers of competition among sellers. • Analyze the impact on prices of competition among buyers.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science Performance Standards

15B Students who meet the standard understand that scarcity necessitates choices by consumers.

Stage H	Stage I	Stage J
• Explain why, as the market price of a good or service goes up, the quantity demanded by consumers goes down. • Determine the market clearing price when given data about the supply and demand for a product. • Predict how the change in price of one good or service can lead to changes in prices of other goods and services. • Explain how prices help allocate scarce goods and services in a market economy. • Explain why shortages and surpluses occur in a market economy and provide real-world examples of each.	• Describe various ways a consumer can pay for a good or service. • Evaluate the costs and benefits of differing ways to pay for a variety of consumer purchases. • Analyze the potential impact of current events on the price of consumer goods or services (e.g., new environmental regulations for automobiles; hurricanes and floods in agricultural areas).	• Identify the non-price determinants of demand and predict the change in demand and market price for a product when any of those determinants change. • Predict how a change in interest rates will affect an individual's decisions to borrow and/or save. • Identify the current rates of interest on different kinds of savings instruments and explain why they vary. • Identify complementary products and explain how a change in the price of one complement affects the demand for the other. • Identify substitute products and explain how a change in the price of a substitute affects the demand for the other product.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15C Students who meet the standard understand that scarcity necessitates choices by producers.

Stage E	Stage F	Stage G
• Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service. • Analyze why producers will produce more goods and services at higher prices and fewer at lower prices. • Identify markets in which there are very few sellers and markets in which there are many sellers. • Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).	• Explain how price is an incentive to buyers and sellers. • Analyze the effect of price changes on buyers and sellers. • Explain that there are incentives other than price that affect people's behavior in the economy. • Provide examples of positive incentives (rewards) that affect economic behavior. • Provide examples of negative incentives (penalties) that affect economic behavior. • Define the law of supply.	• Analyze how changes in price affect producer behavior. • Identify non-price incentives to which people respond in the economy. • Explain why people's response to an incentive may vary because of differing values. • Predict the impact on supply of a good or service when non-price determinants change (e.g., number of producers; cost of production).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15C Students who meet the standard understand that scarcity necessitates choices by producers.

Stage H	Stage I	Stage J
• Provide examples of how changes in incentives encourage people to change their economic behavior in predictable ways. • Provide examples of how the same incentive will bring about differing responses from differing people. • Explain why, as the market price of a good or service goes up, the quantity supplied also goes up.	• Predict the impact of changes in interest rates on business investment spending. • Explain how policies that change interest rates can be used to affect the level of spending. • Analyze how producers respond to incentives and allocate their scarce resources to maximize profits. • Predict what goods and services might be in demand as a result of a specific political action or natural disaster. • Explain how the pursuit of self-interest in competitive markets affects national economic well being. • Demonstrate how increases in productivity result from advances in technology and other resources. • Analyze the impact on the producer's level of competitiveness in the marketplace given examples of new products that resulted from technological changes. • Analyze how the marketing of a new or improved product can create job opportunities as well as eliminate job opportunities. • Analyze the impact entrepreneurs and their business or idea has on consumers and the economy.	• Describe the characteristics that distinguish perfect competition, monopolistic competition, oligopoly, and monopoly. • Analyze the impact on consumers of reduced competition in an industry. • Predict the change in supply of a product and the market price for the product when non-price determinants of supply change. • Cite examples of government intervention in the marketplace and analyze the impact of that intervention on consumers and producers. • Evaluate the importance of private ownership of productive resources in a market economy. • Identify examples of negative and positive externalities that result from the production or consumption of a product. • Analyze the effects of competition on the price, quality, and quantity produced of a good.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15D Students who meet the standard understand trade as an exchange of goods or services.

Stage E	Stage F	Stage G
• Explain the benefits of exchanging with the use of money. • Identify the primary functions and services of financial institutions. • Predict how people's lives would be different if they did not trade with others for goods and services they use. • Illustrate how division of labor in a production process can increase productivity. • Explain how division of labor creates interdependence. • Analyze the impact of interdependence on the production process.	• Define imports. • Define exports. • Provide examples of economic specialization. • Identify technologies that exist today that did not exist in the past (e.g., 10 to 20 years ago).	• Identify exports produced in the local community or state. • Explain why countries benefit when they exchange goods and services. • Explain how specialization usually increases productivity in an economy. • Provide examples of how specialization increases interdependence among consumers and producers. • Explain how technological changes have led to new and improved products. • Explain how people's incomes reflect choices they have made about education, training, skill development, and careers.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15D Students who meet the standard understand trade as an exchange of goods or services.

Stage H	Stage I	Stage J
• Provide an example of comparative advantage in the school or community. • Explain why comparative advantage leads to specialization and trade. • Identify barriers to trade and their impact, and explain why nations create barriers to trade. • Analyze the impact of an increase or decrease in imports on jobs and consumers in the U.S. • Analyze the impact of an increase or decrease in exports on jobs and consumers in the U.S. • Identify new technologies over time and explain their impact on the economy.	• Define balance of trade. • Analyze the impact of periods of trade surpluses and trade deficits in United States history. • Define the exchange rate. • Explain how the forces of supply and demand determine exchange rates. • Calculate the prices of products for exchange of goods between two nations using current data. • Analyze the impact on consumers and producers in both countries when the exchange rate for their currencies changes. • Explain why comparative advantage changes over time. • Explain how measures of productivity are used in producer decisions. • Analyze the relationship between standards of living and the productivity of labor. • Identify ways in which the productivity of labor can be increased. • Analyze how increased productivity of labor benefits both employers and employees. • Analyze the impact of increased wages (all other factors constant) on the supply and demand of labor. • Analyze the relationship between incentives that reward innovation and investments and the rate of increase of productivity.	• Define transaction costs and provide examples. • Explain why reducing transaction costs encourages exchange. • Analyze the impact of United States imposed trade barriers on U.S. citizens and on the citizens of trading partners. • Explain the impact on United States consumers and producers when imports are restricted by public policies such as quotas and tariffs. • Assess how economic growth is a factor in alleviating poverty and raising standards of living. • Analyze how technological advances allow societies to produce more goods and services with the resources available. • Explain the relationship among higher productivity levels, new technologies, and the standard of living.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15E Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

Stage E	Stage F	Stage G
• Identify public goods and services in the community, state, and nation. • List the types of taxes paid by individuals and by businesses.	• Describe the differences between income tax, sales tax, and property tax. • Identify what people would give up if governments had no power to tax. • Identify what goods and services various levels of government provide. • Identify to which level of government certain taxes are paid.	• Identify laws and government policies that protect property rights, enforce contracts, and maintain competition. • Explain why there is a role for government in the economy. • Explain how laws and government policies affecting the economy have changed over time.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Standards

15E Students who meet the standard understand the impact of government policies and decisions on production and consumption in the economy.

Stage H	Stage I	Stage J
• Identify examples of proportional, progressive, and regressive taxes in the economy. • Evaluate the fairness and efficiency of each kind of tax. • Analyze the benefits and costs to individuals and businesses of government policies that affect the economy. • Identify the main sources of revenue for federal and for state governments. • Explain how laws and government policies affecting the economy establish rules to help a market economy function effectively.	• Give examples of public goods and services that producers will not produce because they cannot be withheld from those who do not pay for it (e.g., roads, national defense, and environmental preservation). • Evaluate what would happen if government did not intervene and produce public goods. • Explain when (under what circumstances) and why markets do not allocate resources effectively. • Provide examples of government responses that have had a positive or negative effect on society, the environment, or markets. • Explain how technological development affects current and future consumption, production, and overall competitiveness in the marketplace. • Explain how investing in new physical or human capital may increase future production and consumption. • Identify monetary policy in the U.S. and explain who determines that policy. • Identify fiscal policy in the U.S. and explain who determines that policy.	• Identify government policies that are designed to directly redistribute income, and explain why such policies exist. • Identify government policies that affect price or output levels for various goods and services, and explain how those policies might indirectly redistribute income. • Evaluate which groups in the economy benefit from, and which groups bear the costs of, government policies that redistribute income. • Analyze the impact of increasing or decreasing federal spending and/or reducing or increasing taxes on: employment, output, price level, and interest rates in the short run. • Identify historical examples of fiscal policies, and analyze whether these policies were adopted to influence levels of output, employment, prices, or all three. • Explain the causes of inflation. • Explain how the tools of monetary policy work to impact money supply and/or interest rates. • Analyze how changes in the money supply can influence overall levels of spending, employment, and prices in the economy. • Analyze the impact on the availability and cost of consumer loans when monetary policy decisions either increase or decrease the money supply.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

16A Students who meet the standard can apply the skills of historical analysis and interpretation.

Stage E	Stage F	Stage G
• Explain how life changed or stayed the same in a region or place using two historic maps that depict different times in that region or place. • Describe trends during a time period using political, economic, environmental, and social data from appropriate graphs or charts. • Distinguish between primary and secondary sources. • Formulate a research question about the past that includes its dimensions of people, space, and time. • Identify sources in the school or local library that will help answer a research question. • Locate on the World Wide Web one source pertaining to each of people, space, and time dimensions of a research question.	• Distinguish between the important and insignificant details contained in an historical source. • Organize a series of historic maps of a region or place into an historical atlas. • Place a series of events from the past that are listed on a chronology or timeline and categorize them according to political, economic, environmental, or social importance. • Identify the times when significant events intersected using a series of chronologies organized into political, economic, environmental, and social history. • Compare two different interpretations of an historical figure. • Compare the account of an historic person or event in a textbook with an account of the person or event in another secondary source. • Locate on the World Wide Web multiple sources pertaining to a significant historic person or event. • Compare the value of primary and secondary sources.	• Place events from a chronology on multiple tier timelines that are organized according to political, economic, environmental, and social history. • Organize a series of related historical events for depiction on a periodization chart. • Describe life during a specific period using multiple tier timelines, periodization charts, graphs, and charts with data organized by category. • Provide an example of two different interpretations of a significant event. • Explain how a significant historical event can have many causes.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science Performance Descriptors

16A Students who meet the standard can apply the skills of historical analysis and interpretation.

Stage H	Stage I	Stage J
• Define the concept of a "watershed" event in history. • Explain why a primary source may not necessarily provide an accurate description of an historical event. • Identify the point of view of the author as found in a primary source document. • Identify any inconsistencies of an author as found in a primary source document. • Assess the value of posed and candid photographs as primary sources.	• Compare the narrative in a work of historical fiction with the narrative of the same event in a work by an historian. • Describe the value of interviewing a person who witnessed an event in the past. • Assess the value of an oral history account. • Explain why significant historical events have multiple causes. • Explain the reasons why historians working in different periods can arrive at different conclusions of the same event. • Defend an interpretation of a significant person or event using a variety of primary and secondary sources.	• Identify any patterns or differences that emerge in political, economic, environmental, and social history after comparing the events and historical processes identified on the periodization charts of two civilizations. • Identify any patterns or differences that emerge in political, economic, environmental, and social history after comparing the events and historical processes between one period and another in the same civilization. • Assess the effects that unexpected events had on the long-term trends of a given period. • Identify the characteristics of the Whig, Positivist, Marxist, and Post-colonial interpretations of history.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (U.S.) Performance Descriptors

16B Students who meet the standard understand the development of significant political events.

Stage E	Stage F	Stage G
• Identify turning points in United States political history. • Summarize the causes and effects of ideas and actions of significant political figures during the Colonial Period. • Analyze political events, figures, and ideas in the colonies that led to the American Revolution. • List the key figures, events, and ideas in the development of the United States government during the Early National Period.	• Organize a series of political events covering the span of American history, c1500-present, into a periodization chart. • Describe both the ideas and actions of significant political figures, events, or processes that affected the formation and development of modern political parties. • Interpret the actions and consequences of a significant figure in United States political history (e.g., Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt). • Interpret the causes that led to the development of a particular political organization or institution (e.g., modern political parties, interest groups, Electoral College).	• Identify the major periods in United States political history from colonial to contemporary times. • Summarize ideas that influenced the development of representative democracy as reflected in the Declaration of Independence and the Constitution of the United States. • Describe significant events that fostered the development of representative democracy after the adoption of the United States Constitution (e.g., amendments, supreme court rulings, legislation). • Compare and contrast the contributions of individuals or political groups who had a significant impact on the course of local, state, and national history.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (U.S.) Performance Descriptors

16B Students who meet the standard understand the development of significant political events.

Stage H	Stage I	Stage J
• Evaluate the consequences of constitutional change and continuity over time. • Summarize the significant events that occurred during the development of the Supreme Court of the United States. • Describe the contributions of individuals or groups who had a significant impact on the course of judicial history. • Describe the significant events and contributions of individuals or groups in the development of United States diplomatic history.	• Compare/contrast the causes and effects of significant political events in a period of United States history. • Summarize how principles of the United States Constitution were applied to resolve a political conflict (e.g., states rights, civil rights). • Evaluate how the forces of cooperation and conflict have affected the development of representative democracy.	• Assess the significance of a watershed event in United States political history. • Compare/contrast the initial philosophy of a political institution or group with its later and/or contemporary philosophy. • Describe examples of continuity and change in political institutions at the local, state, and national levels. • Analyze the changing roles of political offices and institutions in United States history. • Assess how political ideology influences the political perspective of contemporary politicians or groups. • Analyze how changes in the economy, environment, and social structure have influenced the current political structure of the United States.
Grade 6 (E-F-G) Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J) Grade 11-12 (I-J)

Social Science (World) Performance Descriptors

16B Students who meet the standard understand the development of significant political events.

Stage E	Stage F	Stage G
• Identify turning points in world political history. • Identify significant political leaders of the non-Western world (e.g., Genghis Khan, Gandhi, Mandela). • Describe major developments in the evolution of Western political systems (e.g., Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment). • Analyze the consequences of political ideas and actions taken by significant individuals in the past.	• Organize a series of political events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. • Describe major events in the evolution of non-Western political systems throughout world history. • Describe the impact that significant individuals or groups in the non-Western world had on political events (e.g., Mao, Indira Gandhi, freedom fighters). • Compare/contrast the development of a political system and/or institution in ancient times with that of another political system and/or institution of ancient times (e.g., Greek and Roman government, Greek and Egyptian).	• Identify causes and effects of turning points in world political history (e.g., the division of the Roman empire, the rise of the Islamic empire, the establishment of the kingdom of Ghana, the rise and fall of the T'ang dynasty). • Describe political beliefs of significant individuals and groups during a turning point in world history. • Compare/contrast the development of the political ideology of significant individuals from a Western civilization with that of a non-Western civilization. • Describe political ideas developed within the non-Western world (e.g., theocracy, passive resistance). • Define the concept of Feudalism. • Describe the development of European nation states, 1200-1500.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (World) Performance Descriptors

16B Students who meet the standard understand the development of significant political events.

Stage H	Stage I	Stage J
• Identify common political trends in the eastern and western hemispheres after 1500 CE (e.g., colonization, de-colonization, nationalism). • Analyze the political cause and effect relationships created by European exploration and expansion in the eastern and western hemispheres. • Identify the contributions of significant individuals to worldwide political thought (e.g., Locke, Burke, Marx) after 1500.	• Describe the significant political ideas that are rooted in the Renaissance and Enlightenment periods. • Compare/contrast the development of democratic systems with other kinds of political systems. • Analyze how the forces of cooperation and conflict affected a political system. • Describe the effects of interdependence among nations during periods of world conflict (Napoleonic Wars, World Wars, Cold War).	• Assess the significance of a watershed event in World political history. • Assess the contribution of a significant individual to worldwide political thought. • Compare/contrast episodes of cooperation and conflict among proponents of opposing political ideologies. • Explain the relationships among economic, social, and environmental factors and effects on a world political event. • Evaluate the impact of global interdependence in addressing a contemporary political issue (e.g., terrorism, human rights).
Grade 6 (E-F-G) Grade 7 (F-G-H)	Grade 8 (G-H-I) Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (U.S.) Performance Descriptors

16C Students who meet the standard understand the development of economic systems.

Stage E	Stage F	Stage G
• Identify turning points in United States economic history. • Describe the economic choices people made or were forced to make during the development of the early economy of the United States. • Describe how slavery and indentured servitude were related to the wants of economic interest groups in the United States. • Explain how the economic choices people made in the past affected their political and social lives and their environment.	• Explain how significant economic events in the past have altered individual choices and influenced Untied States history. • Summarize the impact of significant economic events of earlier periods of United States history on contemporary economic structure. • Evaluate how an individual's ideas, inventions, or entrepreneurship (e.g., Thomas Edison, George Washington Carver, Henry Ford) affected the economy then and now. • Predict how technological advances may affect the United States economic system. • Analyze how a significant economic event (e.g., industrialization, the Great Depression, and the rise of computer technology) has influenced the development of the United States economic system.	• Identify the major periods in United States economic history from colonial to contemporary times. • Describe the impact of trade from 1500-1750 on the political, social, and economic lives, and the environment of Native Americans and European colonists. • Describe how changes in science and technology affected the exchange of goods and services over time among the people in colonial America. • Explain how changes in economic activity during an earlier period influenced subsequent historical events (e.g., increase in the labor supply and unionization, depression and the New Deal).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (U.S.) Performance Descriptors

16C Students who meet the standard understand the development of economic systems.

Stage H	Stage I	Stage J
• Describe the impact of trade on political, social, economic, and environmental developments in a place or region of the United States, 1865 – present. • Explain how changes in science and technology affected the exchange of goods and services, economic institutions, and the movement of people among different regions of the United States, 1865-present. • Explain how entrepreneurs organized their businesses and influenced government to limit competition and maximize profits. • Describe the economic causes of conflict in United States History since 1865 (e.g., Indian Wars, Civil War, urban unrest). • Describe significant people, ideas, and events in the rise of organized labor from 1865-1914.	• Discuss the values and beliefs that fostered significant economic developments and institutions in the United States over time. • Identify the causes and effects of significant economic legislation over time. • Analyze the economic impact of the westward expansion on families, communities, and the nation. • Describe how individuals and groups such as industrialists and unions shaped American economic institutions during the 20th Century. • Analyze the environmental, social, and political consequences that occurred in a region that experienced a significant change in the work force and a severe change in the availability of resources.	• Assess the significance of a watershed event in United States economic history (e.g., gold standard, minimum wage legislation, NAFTA). • Describe the trends in the history of United States "bellwether industries" (e.g., agriculture, steel, housing) using charts, graphs, and other sources. • Describe the development over time of the relationship between the national economy and the global economy since World War II. • Describe the influence of economic interest groups on the direction of the national economy since World War II. • Analyze how trends in the economic history of the United States have affected the country's political, social, and environmental history. • Assess the role of the Federal Government in shaping the United States economic system.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (World) Performance Descriptors

16C Students who meet the standard understand the development of economic systems.

Stage E	Stage F	Stage G
• Identify turning points in world economic history (e.g., manorial system, cultural exchanges, capitalism, industrial revolution, information revolution). • Describe the impact of trade on the development of early civilizations. • Identify the differences between agricultural and industrial economies.	• Organize a series of economic events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. • Describe the basic economic changes that led to or resulted from turning points in world economic history after 500 CE (e.g., manorial system, industrial revolution, capitalism, information/communication revolution). • Identify the economic aspects of significant cultural exchanges that occurred between peoples in the past (e.g., Columbian exchange, Crusades). • Define capitalism, socialism, and communism as economic systems.	• Identify the major periods in World economic history. • Describe the economic systems found in the Americas before the voyage of Columbus. • Evaluate the impact of the economic aspects of the voyage of Columbus on the social, political, and environmental conditions of the Americas. • Describe the impact on societies of long-term economic trends from 1000 to 1500 CE (e.g., long distance trade, banking, specialization of labor, urbanization, technological/scientific progress). • Compare/contrast the economic systems and institutions of an agricultural and an industrial society.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (World) Performance Descriptors

16C Students who meet the standard understand the development of economic systems.

Stage H	Stage I	Stage J
• Analyze the impact of long-term economic trends on the political, social, economic, and environmental developments of societies in different parts of the world, 1500 CE to present. • Explain how changes in science and technology affected the exchange of goods and services among people of different geographical regions of the past. • Describe the global impact of long-term economic trends from 1500-present (e.g., long distance trade, banking, specialization of labor, urbanization, technological/scientific progress).	• Evaluate the economic impact and consequences of major cultural exchanges. • Evaluate the consequences of capitalism, socialism, and communism upon the countries that have adopted them. • Analyze the economic impact of colonialism and imperialism around the world after 1500 CE. • Describe the impact of major economists and their ideas (e.g., Adam Smith, Karl Marx, John Maynard Keynes). • Describe the historical development of capitalism and other economic systems that developed in colonial empires after 1500.	• Assess the significance of a watershed event in World economic history. • Describe the growth and development of industrial capitalism as the dominant economic model of the world. • Trace the historical forces of continuity and change in the development of the contemporary global economic system. • Predict the consequences of economic interdependence in the world's economic system, using a contemporary example. • Evaluate the benefits and drawbacks of economic interdependence. • Analyze the impact of a contemporary world economic issue on the United States (e.g., its political, social, and environmental consequences).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (U.S.) Performance Descriptors

16D Students who meet the standard understand Illinois, United States, and world social history.

Stage E	Stage F	Stage G
• Compare and contrast family and community life in two or more American colonies in terms of the colonists' motives for settling there. • Use a variety of sources to describe how people organized colonial society. • Compare and contrast changes in family life as people moved from one geographic region to another during the period of westward expansion. • Assess the influence that significant people had on the social lives of others in Illinois or the United States.	• Predict the impact that a controversial figure's ideas on changing social conditions had on contemporary interest groups. • Analyze the issues of social status and social role in the past and present. • Describe the changes in family from one period to another. • Trace the development of a significant social institution over time (e.g., Boy Scouts, Girl Scouts, NAACP).	• Describe the changes and continuity in various interest groups' (e.g., workers, business persons, politicians) perception of social status over time. • Compare and contrast family life in the early American period with another time period. • Describe the significance of social factors such as status, role, customs, traditions, norms, and values during a turning point in United States social history. • Analyze the significance of cultural diversity in the social history of the United States.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (U.S.) Performance Descriptors

16D Students who meet the standard understand Illinois, United States, and world social history.

Stage H	Stage I	Stage J
• Analyze the changing roles and status of men, women, and children from the colonial period through the 19th Century. • Compare the importance of people's customs and traditions during the historical development of a geographic region during the colonial/frontier periods and the 19th Century. • Describe family life of select groups of people during the colonial/frontier periods and the 19th Century.	• Identify examples of cultural diffusion throughout United States social history. • Compare and contrast how different groups of people reacted to diversity within their societies. • Compare and contrast the actions of political, social, and economic institutions before and after the abolition of slavery. • Appraise the long-term effects, including unintended consequences, on American society that occurred as a result of watershed events in American social history.	• Assess the significance of a watershed event in United States social history. • Identify the historical forces of continuity and change that affected the development of social institutions over time. • Assess the impact of social movements on the social, political, and economic institutions and cultures of the United States. • Analyze the origins and development of the social issues that affect United States citizens as members of a global society. • Evaluate recent government policies and social attitudes of interest groups affecting the further development of a pluralistic society in the United States since the 1960's.
Grade 6 (E-F-G) Grade 7 (F-G-H)	Grade 8 (G-H-I) Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (World) Performance Descriptors

16D Students who meet the standard understand Illinois, United States, and world social history.

Stage E	Stage F	Stage G
• Identify turning points in world social history. • Discuss how the roles of men, women, and children in past cultures have changed over time. • Describe how a cultural exchange occurred between two societies of the past.	• Organize a series of social events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. • Describe a turning point in world social history (e.g., religious movements, abolition movement, demographic disasters, migrations). • Compare/contrast the social structure of Western and non-Western cultures today and in the past. • Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa). • Describe social changes that resulted from cultural exchange between and among different societies.	• Identify the major periods in World social history (e.g., European Feudalism, colonial periods in regions of the world). • Describe the impact of slavery upon various societies. • Compare/contrast the institution of slavery in different societies past and present. • Describe the origins, development, and consequences of mass migrations of people at selected periods in history. • Explain the significance of changes in the role of men, women, and children from one period to subsequent periods in world social history.
Grade 6 (E-F-G)	Grade 7 (F-G-H) Grade 8 (G-H-I)	Grade 9-10 (H-I-J) Grade 11-12 (I-J)

Social Science (World) Performance Descriptors

16D Students who meet the standard understand Illinois, United States, and world social history.

Stage H	Stage I	Stage J
• Analyze the consequences of discrimination past and present. • Analyze the impact of mass migrations of people upon the political, economic, social, and environmental aspects of a world region. • Assess the impact of significant individuals or groups on world social history (e.g., religious leaders, philosophers). • Describe how the work of artists around the world (e.g., musicians, artists, filmmakers) reflects social issues.	• Analyze the social history aspects of significant events in world history since 1500 (e.g., colonization, Protestant Reformation, industrialization, rise of technology, human rights movement, Holocaust). • Describe the impact of cultural diffusion and cultural encounters upon the political, economic, and environmental aspects of different cultures. • Analyze the consequences of a world social issue on the political, economic, and environmental aspects of society.	• Assess the significance of a watershed event in World social history. • Assess the affects of changing technology since 1945 (e.g., atomic power, mass communications, means of production) on the course of world social history. • Evaluate the social consequences resulting from the expanding zone of human interaction over time. • Identify examples of cultural diffusion occurring within the societies around the world using a contemporary example.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (U.S.) Performance Descriptors

16E Students who meet the standard understand Illinois, United States, and world environmental history.

Stage E	Stage F	Stage G
• Identify turning points in United States environmental history. • Explain how a community or state's location helps to understand its growth and development over time. • Organize a series of Illinois or United States maps on one environmental theme into an historical atlas. • Describe how various people around North America used human or animal power to cultivate crops before the onset of mechanized technology. • Provide an example of how some people continue to depend on human or animal power to survive in North America. • Describe the physical and cultural features of life in the pre-colonial Illinois country using images documenting the archaeological record. • Describe the effects of a significant invention or technological innovation on the physical and cultural environment of Illinois between 1700 and 1818.	• Organize a series of environmental events covering the span of American history, c1500-present, into a periodization chart. • Describe how the environmental history of a place or region of the United States region has changed over time using a variety of geographic tools, including an historical atlas. • Describe how the people of a specific region of the United States gained control over rivers or other principal physical features of their environment. • Describe how the competition between or among different groups of people for the same land affected the environment. • Assess the effects of a significant invention or technological innovation on the physical and cultural environment on a place or region (e.g., plow, automobile, power plants).	• Identify turning points in United States environmental history. • Describe the development of transportation and communication networks (e.g., river travel, pony express, internet). • Explain how the environment affected economic and social developments of people in a specific region of the United States (e.g., Jamestown, "Wild West," natural disasters). • Explain how the environment affected economic and social developments of a specific cultural group after 1500. • Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (U.S.) Performance Descriptors

16E Students who meet the standard understand Illinois, United States, and world environmental history.

Stage H	Stage I	Stage J
• Analyze the social, political, and economic effects on the abandoned environment of a significant migration of people from one region to another. • Describe the demographic distribution of people before and after a significant migration in United States history. • Describe the effects on the environment of the dispersion of European colonists in North America after 1500CE. • Describe how major migrations have affected the cultural features of cities and rural communities in the United States. • Assess the effect of the industrial revolution on the physical environment in the United States. • Assess the effects on the environment of the historic process of suburbanization and rural depopulation. • Assess the effects of a significant past natural environmental disaster on the physical and cultural features of the landscape of a place or region in the United States.	• Describe how the rise of multinational economies has affected the environment of the United States since 1945. • Describe how military conflict in North America affected the environment, and assess the attendant human costs. • Identify the origins of significant environmental issues confronting the United States and North America. • Explain how an environmental issue confronting one region of the United States has affected the environment in other regions.	• Assess the significance of a watershed event in United States environmental history. • Evaluate the importance of an environmental issue on the conduct of political life in Illinois and in the United States. • Assess the progress made by national organizations in addressing environmental issues in the United States since 1945. • Predict the political, economic, and social consequences on the United States of a world environmental issue if it is not addressed. • Predict the potential of new technologies to reverse historic processes that have negatively impacted the United States environment.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science (World) Performance Descriptors

16E Students who meet the standard understand Illinois, United States, and world environmental history.

Stage E	Stage F	Stage G
• Identify turning points in world environmental history. • Identify on a map the location of the major world political powers, over time, and explain how their location fostered their growth and development. • Organize a series of maps on one environmental theme into an historical atlas. • Compare the cultural features of the environment of settled societies with those of hunter-gatherer cultures. • Describe how various people around the globe used animals to cultivate crops in early world history. • Provide examples of how some people continue to depend on animal power to survive in their environment. • Describe the physical and cultural features of life in the ancient world using images documenting the archaeological record.	• Organize a series of environmental events in World History into periodization charts for the ancient world, 1000 BCE-1500, 1500-present. • Describe how an aspect of the environmental history of a place or world region has changed or stayed the same using an historical atlas. • Describe how the environmental history of one place or world region has changed using a variety of geographic tools. • Describe how the people of a specific civilization gained control over rivers or other principal physical features. • Describe how the competition between or among different groups of people for the same land affected the environment. • Analyze the effects of a significant invention or technological innovation on the physical and cultural environment of one of the world's regions (e.g., invention of the wheel, canals, railroads).	• Identify the major periods in World environmental history. • Describe the development of transportation and communication networks before 1500CE. • Describe the development of transportation and communication networks since 1500CE. • Identify watershed events in the environmental history of each continent since 1500CE. • Explain how the environment affected economic and social developments in a specific civilization (e.g., Greeks and the Aegean Sea, Middle East and oil). • Explain how the environment, economy, and society can be affected by the dependence of a region on a single crop or mode of production.
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science (World) Performance Descriptors

16E Students who meet the standard understand Illinois, United States, and world environmental history.

Stage H	Stage I	Stage J
• Describe the social, demographic, political, and economic effects on the abandoned environment of a significant migration of people in World History. • Describe the environmental effects of the "Colombian Exchange." • Describe how major migrations have affected the cultural features of cities and rural communities. • Assess the effect of the industrial revolution on the physical environment in an industrialized country. • Assess the impact on the environment of the industrial revolution on a traditional agrarian culture. • Assess the effects on the environment of the historic process of suburbanization and the depopulation of rural regions.	• Describe how the rise of colonial powers affected the environment in colonial empires. • Describe how the rise of multinational economies has affected the environment in the post-colonial period. • Describe how military conflict affected the environment in Europe and Asia during the two world wars, and assess the attendant human costs. • Describe how military conflict affected the environment in Asia and Africa during the post-colonial period, and assess the attendant human costs. • Identify the origins and describe the development of significant environmental issues confronting Asia, Africa, South America, North America, Australia, and the arctic regions. • Analyze the relationship between the environmental and political causes of famines.	• Assess the significance of a watershed event in World environmental history. • Evaluate the importance of an environmental issue on the conduct of contemporary world affairs. • Explain how the control of technology has fostered independence, dependence, or interdependence between and among nations. • Explain how the control of a natural resource has fostered independence, dependence, or interdependence between and among nations. • Assess the progress made by global organizations in addressing environmental issues since 1945. • Predict the political, economic, and social consequences of a world environmental issue if it is not addressed. • Predict the potential of new technologies to reverse historic processes that have negatively impacted the global environment.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17A Students who meet the standard can locate, describe and explain places, regions and features on Earth.

Stage E	Stage F	Stage G
• Mark major ocean currents, wind patterns, landforms, and climate regions on a map. • Create thematic maps and graphs of the students' local community, Illinois, United States, and the world using data and a variety of symbols and colors (e.g., to indicate patterns of population, disease, economic features, rainfall, vegetation). • Describe the locations of major physical and human features in the community. • Explain how major urban centers in Illinois are connected to other urban centers in Illinois and the United States (e.g., transportation arteries, communication systems, cultural and recreational relationships). • Design symbols as references for map interpretation and place them in a legend/key to be used on a map. • Determine the absolute location of places chosen by the teacher and students using a map grid with latitude and longitude.	• Demonstrate understanding of the location of various physical and human features in Illinois, the United States, and the world by sketching a map from memory of different features. • Interpret aerial photographs or satellite-produced images to locate and identify physical and human features (e.g., mountain ranges, rivers, vegetation regions, cities, dams, reservoirs). • Identify, using only a mental map, the countries through which a person would pass as they travel along a straight line route between two major cities (e.g., Paris to Moscow, Cairo to Nairobi). • Construct a choropleth map that shows the spatial distribution of the data (e.g., corn production in Illinois). • Explain how major countries in the world are connected and interrelate (e.g., trade, political alliances, humanitarian concerns). • Understand how parallels of latitude can be used to determine north-south direction and distance, and how meridians of longitude can be used to determine east-west direction and distance on a map or globe.	• Compare sketch maps with atlas maps to determine the accuracy of physical and cultural features (e.g., political/physical maps of Canada, the United States, and Europe). • Develop maps and flowcharts showing major patterns of movement of people and commodities (e.g., international trade in petroleum, countries that produce and those that consume resources, cartograms, population pyramids). • Explain the purposes and distinguishing characteristics of selected map projections, globes, aerial photos, and satellite images. • Demonstrate understanding of the spatial distribution of various phenomena by using latitude and longitude to plot data on a base map of the United States or the world (e.g., location of professional sports teams in the U.S. or the world).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17A Students who meet the standard can locate, describe and explain places, regions and features on Earth.

Stage H	Stage I	Stage J
• Translate a mental map into sketch form to illustrate relative location of, size of, and distances between geographic features (e.g., cities, mountains, rivers). • Demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts to display spatial information (e.g., choropleth maps, climographs, population pyramids). • Analyze patterns of movement in space and time (e.g., hurricane tracks over several seasons, the spread of influenza throughout the world). • Describe the location of places using the global system of time zones. • Demonstrate understanding of world time zones by determining the date and time in selected cities around the world in reference to Springfield, Illinois.	• Determine approximate locations of places, both local and global, featured in a newspaper or television story. • Evaluate the merits of using specific map projections for specific purposes (e.g., use of the Mercator projection for navigation and the Robinson projection for depicting aerial distributions). • Identify the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g., topography and transportation routes). • Compare sketch maps or photos to determine why people perceive different places in Illinois, the United States, and the world in different ways.	• Illustrate the spatial dynamics of contemporary and historical events (e.g., drawing a sketch map of the spread of radiation from the Chernobyl nuclear accident or of the bubonic plague in fourteenth-century Europe, how physical features have deterred migrations and invasions). • Explain the advantages for retailers to locate in malls rather than in dispersed locations (e.g., malls bring many large and small stores together in close proximity and take advantage of sharing costs for parking lots, lighting, and other utilities while providing convenience and time efficiency for customers). • Determine potential spatial problems that may result in conflict (e.g., zoning changes, school district boundaries). • Develop maps, tables, graphs, charts, and diagrams to depict the geographic implications of current world events (e.g., maps showing changing political boundaries, tables showing the distribution of refugees from areas affected by natural disaster). • Evaluate specific technologies to determine their usefulness in analyzing selected geographic problems (e.g., aerial photographs, satellite-produced imagery, geographic information systems, and geographic positioning systems to determine the extent of water pollution in a harbor complex in South Africa or the range of deforestation in Madagascar).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17B Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

Stage E	Stage F	Stage G
• Demonstrate understanding of Earth/Sun relationship by preparing a model or by designing a demonstration to show the tilt of Earth in relation to the Sun in order to explain day/night and length of day at different locations on Earth. • Explain how and why people alter the physical environment (e.g., by creating irrigation projects, clearing land to make room for houses and shopping centers, planting crops, building roads). • Explain the process of erosion and its effects of rainfall on unprotected soil surfaces (e.g., newly tilled farm fields, deforested hillsides). • Explain the relationship between plants and animals in a local ecosystem.	• Identify the causes and nature of changes in environmental stress zones (fragile environments) (e.g., the rain forests of Brazil, taiga, north slope of Alaska). • Describe the physical environment of the students' own region and the physical processes that act on it (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil building processes). • Describe ecosystems from local to global scales and the difference between them using photographs and other media as illustrations. • Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances.	• Explain how Earth-Sun relationships affect Earth's energy balance (e.g., heating of soil and water at different seasons of the year, differential heating at different latitudes). • Identify and describe different climates in terms of precipitation and temperature and the types of plants and animals associated with each using pictures, maps, and graphs. • Analyze maps to determine the relationship among climate, natural vegetation, and natural resources. • Predict the effects of an extreme weather phenomenon on the physical environment (e.g., a hurricane's impact on a coastal ecosystem).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17B Students who meet the standard can analyze and explain characteristics and interactions of Earth's physical systems.

Stage H	Stage I	Stage J
• Analyze climographs for selected places and suggest reasons for similarities and differences in climates. • Hypothesize about the future effects of the use of technology on Earth's physical systems (e.g., climate, soil, air, water). • Analyze the causes and effects of changes over time in physical landscapes (e.g., forest cover, water distribution, temperature fluctuations) as shown on maps, graphs, and satellite produced images. • Predict the potential outcomes of the continued movement of Earth's tectonic plates (e.g., continental drift, earthquakes, volcanic activity).	• Explain the patterns of features associated with the margins of tectonic plates such as earthquake zones and volcanic activity (e.g., the Ring of Fire around the Pacific Ocean, the San Andreas fault in coastal California). • Explain how erosional agents such as water and ice produce distinctive landforms (e.g., water and badlands, ice and glacial valleys, waves and sea cliffs). • Compare the relationships among Earth's physical processes (e.g., the relationships between ocean currents, prevailing winds, and atmospheric pressure cells). • Describe the ocean circulation system and the way it affects world climate patterns.	• Analyze the global distribution of natural resources to determine the relationship of resource availability to international problems and issues. • Explain how changes in the physical environment relate to both natural and human activity (e.g., earthquakes, forest fires, water and soil pollution). • Evaluate global environmental changes to determine whether the changes are a result of human actions, natural causes, or a combination of both factors (e.g., increases in world temperatures attributable to major global environmental changes, results of the greenhouse effect attributable to human action, the link between changes in solar emissions and amounts of volcanic dust in the atmosphere attributable to natural causes). • Evaluate the carrying capacity of selected world regions to predict the likely consequences of exceeding their environmental limits (e.g., the impact of the economic exploitation of Siberia's resources on a fragile sub-Arctic environment).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17C Students who meet the standard can understand relationships between geographic factors and society.

Stage E	Stage F	Stage G
• Create a map showing the occurrence of natural hazards in Illinois and the United States. • Map the location of students in your school by coloring the different areas (cafeteria, classrooms, gym, etc.) to show different population densities at a given time of day. • Analyze map and aerial photos of the local community and Illinois to determine how humans use, abuse, and protect resources. • Identify factors that influence the location of cities (e.g., transportation arteries, physical features, migration, business, industry).	• Compare the natural hazards that occur in Illinois with those occurring in other states to determine their intensity and effect on people. • Explain the concentrations of urban settlement centers with high population density using maps of Illinois and the United States. • Evaluate effects of technological change on transportation, communications, and resource use in Illinois, the United States, and the world. • Identify ways that human behavior could be changed to solve specific environmental problems (e.g., outline a plan to reduce litter and stream pollution).	• Explain the different patterns in population density using geographic tools (e.g., pyramids, maps). • Identify human induced changes in landforms, climate, natural vegetation, and resources of their local community, state of Illinois, nation, and the world. • Analyze physical and human environments in Illinois and the United States to determine ways that people adapt to and modify their environment. • Formulate several hypotheses about relationships among resources, manufacturing and service industries, transportation, and population densities in different regions of the United States and the world. • Predict the effects of an extreme weather phenomenon on human populations in different regions of the United States and the world (e.g., hurricanes, flooding, tornadoes). • Identify social, political, and economic factors that attract people to, and repel people from, urban centers.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17C Students who meet the standard can understand relationships between geographic factors and society.

Stage H	Stage I	Stage J
• Explain the patterns of natural resource distribution (e.g., petroleum, timber) in various regions of the United States and the world. • Identify reasons related to the natural environment that influence the location of certain human activities (e.g., corn production in Illinois, rice in Southeast Asia). • Analyze rapidly growing urban centers to determine the impact of urban sprawl on the physical and human environment. • Explain how human induced alterations of the environment have resulted in human migration (e.g., "Okies" from the Dust Bowl to California, the expanding Sahara). • Rank natural hazards based on the degree of impact on people and the physical environment (e.g., loss of life, destruction of property, economic impact, alteration of ecosystems).	• Analyze major urban centers in the United States and the world to determine how migration of different ethnic groups has altered their population and functions. • Explain the different land use areas within cities in Illinois and the United States (e.g., residential, commercial, recreational). • Formulate a plan to prolong the use of nonrenewable resources such as petroleum and precious minerals. • Analyze urban disaster preparedness plans to determine similarities and differences in the ways cities prepare for different types of natural disasters (e.g., earthquakes in Tokyo, Japan; hurricanes in Charleston, SC). • Analyze a map showing the origin of products purchased by United States citizens (e.g., automobile, clothing, electronics).	• Identify the characteristics of cities in developing countries and compare them to those of cities in developed countries in terms of physical features, site, situation, function, internal structure, and level of technology use. • Evaluate the effects of human activity on similar environments under different resource management strategies (e.g., farming on the Great Plains as compared to the Ukraine). • Explain how the uneven distribution of resources can result in global cooperation and conflict among nations in an increasingly interdependent world. • Analyze the impact of major natural disasters and their connections to other areas of the world (e.g., drought, floods, hurricanes). • Explain how people adapt to and modify their environment in ways that reveal their cultural values, economic/political systems, and technological levels. • Analyze newspaper articles, magazines, and media reports to determine regional differences in environmental problems throughout the United States and the world.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17D Students who meet the standard can understand the historical significance of geography.

Stage E	Stage F	Stage G
• Compare maps of the United States showing landforms, climate, and natural vegetation regions to maps that show population distribution to identify the relationship between settlement and physical features. • Analyze how customs and traditions of people from different parts of the world change over time. • Describe how physical characteristics of a region or a nation influence people's points of view and the decisions they make over time (e.g., scarcity of water influences water usage, mining resources in mountainous regions, logging forested land in forested areas).	• Explain how technological developments have influenced the migration of people to and within the United States over time. • Analyze selected historical events to determine how they influenced the migration of people throughout the world. • Hypothesize about relationships between physical features and the occurrence of human activities of a particular place and how these activities changed over the years. • Analyze how physical features have both posed barriers and provided avenues to settlement in Illinois and the United States.	• Describe instances of how places can be changed or destroyed as a result of natural processes. • Describe how humans have adapted to environmental changes caused by natural processes. • Explain how human characteristics of a place are influenced by acculturation (e.g., Spanish culture in Middle and South America and the United States Southwest, Hindu and Muslim culture in Southeast Asia). • Explain how an environmental change in one part of the world can affect places in other parts of the world over periods of time.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

17D Students who meet the standard can understand the historical significance of geography.

Stage H	Stage I	Stage J
• Describe how legacies of the past have affected past and present human characteristics of places (e.g., wealth and poverty, exploitation, colonialism and independence). • Explain, in terms of "push-pull" factors, the major population movements that have occurred in the past and may occur among places and regions. • Analyze maps of human settlement and routes traveled in the past to determine the relationship between where people lived and their movements.	• Explain how human use of resources has changed over time and how these changes have affected settlement patterns (e.g., discovery of gold in California and Alaska). • Formulate generalizations about how technological developments have affected the quality of life in regions and nations throughout the world. • Analyze how the physical characteristics of places and regions have influenced the migration of people (e.g., Ice Age, Potato Famine, Dust Bowl). • Compare past and present types of settlements in the United States and other countries to determine similarities and differences (e.g., the colonial South of the United States vs. the colonial North settlement of Australia).	• Explain the reasons why people would choose to change from a dispersed rural to a concentrated urban form of settlement (e.g., the need for a marketplace, religious needs, military protection). • Examine ways in which ecosystems have changed (e.g., as a result of different stages of human occupancy, shifting population densities, new levels of technology). • Analyze major human conflicts to determine the role of physical and cultural geographic features in the causes, conflict, and outcomes.
Grade 6 (E-F-G) Grade 7 (F-G-H)	Grade 8 (G-H-I) Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science Performance Descriptors

18A Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

Stage E	Stage F	Stage G
• Describe how culture is shared through music, art, and literature throughout the world over time. • Describe how an artistic tradition has been changed by technology (e.g., photography, music). • Describe how social celebrations (parades, fairs) reinforce cultural values. • Compare the celebration of holidays by cultures throughout the world. • Compare cultural differences/similarities with students from a different part of the United States.	• Compare and contrast two or more cultures in terms of expressions of those cultures. • Compare a culture with one's own through the use of written, auditory, or visual materials. • Compare cultural differences/similarities from other parts of the world in terms of their language, literature, and arts. • Explain how social scientists analyze expressive culture and social discourse. • Identify what cultural relativism means. • Give an example of ethnocentrism. • Describe culture shock.	• Describe what is studied within the field of anthropology. • Describe how a culture is reflected in its art, music, and/or architecture and institutions. • Explain how technology and the media have impacted expressive culture. • Analyze examples of patterns within literature, art, music, and/or architecture being transmitted from place to place.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

18A Students who meet the standard can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.

Stage H	Stage I	Stage J
• Predict how technology/media will impact culture during the student's lifetime. • Analyze immigration patterns to see how American cultures have been shaped. • Identify various cultures that have combined to create a larger, multicultural American society. • Define the concept of the global community. • Draw conclusions about how the media creates and/or reinforces societal norms. • Evaluate the role of the humanities (e.g., literature, art, music, architecture) in a culture.	• Describe how different cultures are depicted in literature and the arts of the United States. • Identify cultural traditions from other lands that have been integrated into American life. • Analyze how various cultural groups have impacted the student's culture. • Analyze the ways that conflicts can be resolved in a pluralistic society. • Assess the impact of outside influences on a given culture (e.g., western music on Asian society). • Give an example of a technological change creating cultural dissonance.	• Distinguish between acculturation and assimilation. • Explain how cultural characteristics are manifested in political and economic systems. • Analyze advantages and disadvantages of living in a pluralistic society. • Evaluate how changes in social institutions reflect political, environmental, economic, and technological changes in a culture. • Evaluate how technology instills cultural values. • Describe a folk or mythological interpretation of a social or physical phenomenon.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

18B Students who meet the standard can understand the roles and interactions of individuals and groups in society.

Stage E	Stage F	Stage G
• Analyze how social institutions or groups meet the needs of people. • Explain how interactions of individuals and groups impact the local community. • Describe how national institutions affect individuals in the local community. • Give an example of how different social institutions or groups (e.g., religious, nonprofit and community groups) address the same social problem.	• Compare and contrast the concepts of conformity and deviance. • Examine how the media portrays conformity and deviance. • Identify examples of how an individual internalizes group norms. • Compare formal and informal means of social control. • Analyze the effectiveness of a national or local social institution in addressing a social problem (e.g., DARE, MADD).	• Describe what is studied within the field of sociology. • Describe what is studied within the field of psychology. • Identify examples of how social, political, and economic institutions work together. • Analyze the reasons why social institutions change over time. • Identify how an individual may influence institutional or group behavior. • Analyze the roles that various public and private institutions play as agents of socialization (e.g., schools).
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

18B Students who meet the standard can understand the roles and interactions of individuals and groups in society.

Stage H	Stage I	Stage J
• Describe how interaction among people brings about social change (e.g., natives and colonizers, Peace Corps volunteers). • Explain how changing topics of self and groups (e.g., minorities, women, children, adolescents) have affected the roles of social institutions. • Explain how the changing concept of social institutions affects groups in society (e.g., minorities, women, children, adolescents). • Describe how such groups as social clubs, schools, and churches influence the preservation and transmission of culture.	• Analyze the effectiveness of different types of institutions (e.g., educational, governmental, charitable) in meeting similar social needs. • Compare the role and effectiveness of social institutions in other countries with those in the United States (e.g., schools, relief agencies). • Distinguish between norms and mores. • Explain likely consequences for nonconformity in a social group. • Explain how the concept of gender is a social construct. • Explain how race is a social construct. • Explain how policymakers influence social and economic statuses (e.g., tax policy, child labor laws, suffrage).	• Analyze a local social issue by collecting and interpreting data. • Distinguish between achieved status and ascribed status. • Assess the effect of technology on the status and role of individuals. • Describe how an individual can work with others to make a change in official social policy. • Compare how a government agency and a private agency approach the resolution of a social problem. • Explain a theory of a prominent sociologist or psychologist.
Grade 6 (E-F-G) Grade 7 (F-G-H)	Grade 8 (G-H-I) Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

Social Science Performance Descriptors

18C Students who meet the standard can understand how social systems form and develop over time.

Stage E	Stage F	Stage G
• Define belief system. • Describe ways school administrators, teachers, students, and parents can cooperate to address school issues. • Identify historically significant people who affected social life or institutions.	• Define subsistence strategy. • Differentiate among pre-industrial, industrial, and postindustrial societies. • Describe how the change from hunter-gatherer to settled society affected social roles. • Explain how changes in the mode of production in a society affect educational, governmental, religious, and economic institutions.	• Define the concept of diversity. • Assess the impact that commonly held beliefs have had on social groups in the United States over time. • Describe the contributions of significant individuals and groups to the common belief system of the United States. • Describe how citizens and government can cooperate or have cooperated to solve an important social problem. • Predict what social problems will become more pressing in the future.
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

Social Science Performance Descriptors

18C Students who meet the standard can understand how social systems form and develop over time.

Stage H	Stage I	Stage J
• Explain how diverse groups have enriched United States culture. • Analyze how the ideals of the Founders have influenced the development of multicultural society in the United States. • Explain the impact of prejudice on the operation of United States social, political, and economic institutions over time. • Define cultural exchange and provide examples of cultural exchange between two groups.	• Identify historical examples of how different ideas about emotions, motivation, and personality have led to significant social change. • Analyze the social effects of major cultural exchanges. • Give examples of global communication and economic activity. • Analyze the changing global perceptions of various social groups in the United States. • Analyze how global communications have affected cultural exchanges in the contemporary world.	• Analyze the positive and negative impact of modernization on cultural and physical environments. • Analyze the impact of emerging sociological or psychological thought on various social institutions. • Evaluate the effectiveness of sociological/psychological theory in explaining individual and group behavior (e.g., peer pressure, consumer behavior, "mob psychology").
Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J)		

GLOSSARY

Goal 14 Glossary – Political Science
(From National Standards for Civics and Government, Calabasas, CA: Center for Civic Education, 1994.)

Civil Law: Body of law that deals with the private rights of individuals, as distinguished from criminal law.

Common or Public Good: Benefit or interest of a politically organized society as a whole.

Consent of the Governed: Agreement by the people to set up and live under a government.

Criminal Law: Branch of law that deals with disputes or actions involving criminal penalties; it regulates the conduct of individuals, defines crimes, and provides punishment for criminal acts.

Due Process of Law: The right of every citizen to be protected against arbitrary action by government.

Interest Group: Organized body of individuals who share some goals and try to influence public policy to meet these goals.

Judicial Review: Doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of Congress, the executive, and the states.

Limited Government: A government in which everyone, including all people in positions of authority, must obey the laws. The United States places effective limitations upon those in authority by the Constitution and the Bill of Rights and numerous other laws. These limits are designed to protect fundamental values and principles and to ensure that government serves the purpose for which it was established (see Unlimited Government).

Representative Democracy: Form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republican Government: System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Rule of Law: Principle that every member of a society, even a ruler, must follow the law.

Unalienable Rights: Fundamental rights of the people that may not be taken away.

Unlimited Government: Governments in which there are no effective controls over those in power (see Limited Government).

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Goal 15 Glossary – Economics

Balance of trade is the measure of deficits or surpluses in a nation's merchandise exports (exports-imports).

Barriers to trade are policies that restrict the free exchange of goods and services between countries; they include tariffs and quotas.

Barter is the direct trade of goods, services and resources without the use of money.

The three **basic economic questions** every society must answer are: **What to produce? How to produce? For whom to produce?**. How societies answer these questions determines the type of economic system the society will have.

Benefits are the gains received from a voluntary exchange or from an economic policy or transaction.

Capital resources are goods produced by people and used over and over again to produce other goods and services.

Choices are decisions made because of scarcity; they involve trading off the expected value of one opportunity against the expected value of its best alternative.

A circular flow diagram illustrates the interchange of productive resources, goods and services, and the monies that facilitate their exchange among households and businesses. When purchases are made, goods and services are transferred from businesses to households in exchange for money payments; the money is used by businesses to pay for productive resources (land, labor, capital, and entrepreneurship); thus, the money is paid to households for those resources.

In a **command economy,** a central authority (such as a government) makes the major production and distribution decisions.

Commodity money is a medium of exchange in which the money is an actual product that is generally acceptable because it has intrinsic value.

Comparative advantage – a nation (or individual) has a comparative advantage when it can produce a product at a lower opportunity cost than another nation (or individual).

Competition in a market refers to the number of buyers and/or sellers in the market.

Complementary goods are goods that are used in conjunction with each other (i.e., tennis racket and tennis balls). A change in the price of one complementary good affects the demand for the other.

CPI (Consumer Price Index) is the most commonly used measure of price level changes, based on the prices of a fixed collection of goods and services bought by urban families and individuals. It compares the prices in one year with some earlier period (a base period).

Consumers are people whose wants are satisfied by using goods and services.

Costs are those things that must be given up in order to obtain a benefit.

Deflation is a sustained decrease in the average price level of the entire economy.

Demand is the schedule of how much consumers are willing and able to buy at all possible prices in a given period of time.

Division of labor occurs when the production of a good is broken down into numerous separate tasks with different workers performing each task. Division of labor refers to workers performing a narrow range of tasks (or just one task) in a production process.

Earn means to receive payment (income) for productive efforts.

An **economic system** is the way a society organizes the production and distribution of goods and services.

Economic **wants** are desires that can be satisfied by consuming a good or service.

Economics is a social science that studies how people, acting as individuals or in groups, decide to use scarce resources to satisfy their wants.

Entrepreneurs are people who organize other productive resources to produce goods and services.

Entrepreneurial ability is a special type of human resource.

Exchange is trading goods and services with people for other goods and services or for money. People voluntarily exchange goods and services because they expect to be better off after the exchange.

An **exchange rate** is the price of one nation's currency in terms of another nation's currency.

An **export** is a good produced in one country that is shipped and sold in another country.

An **export subsidy** is a government payment that assists an exporter to maintain a relatively low price for his or her product so it will be more competitive in world markets.

Fiscal policy involves the use of national government spending and taxing programs to affect the level of economic activity; it is used to achieve goals such as price stability (control inflation), maximum employment (reduce unemployment), and reasonable economic growth.

GDP (Gross Domestic Product) – a measure of the total market value of the output of goods and services produced in a nation for one year.

Goods are objects that can satisfy people's want.

Human capital is the level of people's knowledge and skills.

Human resources are the resources provided by people who work (mental or physical work) in the economy.

An **import** is a good purchased in one country that has been produced in another country.

Economic **incentives** are the additional rewards or penalties people receive from engaging in more or less of a particular activity. Rewards are **positive incentives** that make people better off. Penalties are **negative incentives** that make people worse off.

In a market economy, people earn **income** by selling or renting resources they own. The income payment received for natural resources is rent; the income payment received for human resources is wage/salary; the income payment received for capital resources is interest; and the income payment received for entrepreneurial ability is profit.

Inflation is an increase in the average price level.

Innovation is the introduction of an invention into a use that has economic value.

Inputs are the units of resources (i.e., hours of labor) used in producing a good or service.

Interest is a payment made for the use of money –paid by an individual or business for money borrowed from a financial institution; paid by a financial institution to customers for the use of the money they deposit over time.

Intermediate goods are goods produced by people and used up in the production of other goods and services (i.e., window glass in the production of an automobile).

An **invention** is a new product.

Investment is the purchase of new capital resources. (A more sophisticated definition is the diversion of resources from the production of goods and services for current consumption to the production of goods that increase the economy's productive capacity.)

Interdependence is dependence upon others for goods and services. Interdependence occurs as the result of specialization.

Law of Demand states that consumers will buy more of a good or service at lower prices than they will purchase at higher prices (there is an inverse relationship between price and the quantity demanded).

Law of Supply states that producers will provide more of a good or service at higher prices than they will provide at lower prices (there is a direct relationship between price and the quantity supplied).

A **market** exists whenever buyers and sellers exchange goods and services. A **market economy** answers the basic economic questions in the marketplace. Markets coordinate economic activities among consumers, producers, and resource owners.

Market-clearing price (or equilibrium price) is the one price at which the quantity supplied equals the quantity demanded.

If something is a good **medium of exchange** it has the following characteristics: generally acceptable, divisible, durable, portable, and relatively scarce.

Money is anything widely accepted as final payment for goods and services. Money is a medium of exchange, a good that can be used to buy all other goods and services.

Money makes trading easier by replacing barter with transactions involving currency, coins, or checks. **Money** serves three functions:

> **medium of exchange** — used to trade goods, services, and resources; 2) **standard of value** — the value of goods, services, and resources can be stated in terms of a unit of account such as dollars and cents; 3) **store of value** — a way to retain savings for the future. When people hold on to money, it maintains its face value.

Money supply is the total value of coins, currency, and checkable deposits held by the public.

Monetary exchange is an exchange of goods or services using money.

Monetary policies are the actions of the Federal Reserve System that lead to changes in the supply of money and availability of credit. The tools of monetary policy include raising or lowering the reserve requirement; increasing or decreasing the discount rate; and open market purchase or sale of government securities.

Monopolistic competition exists when many sellers provide similar products that are differentiated to some extent by non-price competition.

Monopoly exists when only one producer sells a product for which there are no close substitutions.

Natural resources are physical inputs that occur naturally in our world.

Negative externalities are external costs associated with the production or consumption of a product that "spill over" to third parties other than the direct producers or consumers of the product. Negative externalities result in the overproduction or over consumption of a product, since not all costs are reflected in producers' supply of the product.

Non-price determinants of demand are those things that affect consumer demand for a product without regard to the price product. They include changes in consumer tastes/preferences, changes in consumer income, and the prices of related products (substitutes and complements).

Non-price determinants of supply are those things that affect producer supply of a product without regard to the price of the product. They include changes in technology or prices of inputs, changes in the prices of other products that could be made and sold by the producer.

Non-price incentives are incentives other than price that affect consumer behavior or producer behavior.

Oligopoly exists when only a few relatively large producers sell a product that has no close substitutes.

Output is the measure of units of a good or service produced with inputs.

Opportunity cost is the value of the highest foregone alternative.

Perfect competition is a market with many buyers and sellers and no barriers to entry for new producers.

Positive externalities are external benefits associated with the production or consumption of a product that "spill over" to third parties other than the direct producers or consumers of the product. Positive externalities result in the underproduction or under consumption of a product, since not all benefits are reflected in consumer demand for the product.

A **price** is what people pay when they buy a good or service, and what they receive when they sell a good or service.

Private goods and service are those provided by non-government businesses or organizations

Producers are people who use resources and intermediate goods to make goods and services.

Productive resources are the natural, human, and capital resources available to make goods and services.

Productivity is a ratio of output to input. For example, output per worker is a measure of the **productivity of labor**. The productivity of a firm can be increased through specialization or division of labor; investment in human capital; and investment in capital resources.

A **progressive tax** is one under which people who earn higher incomes pay a larger portion (percentage) of their income on taxes than people with lower incomes.

Profit is the revenue remaining after the business has paid its costs of production. Profit is the income payment to entrepreneurs.

Public goods or services are goods or services that cannot be sold effectively in the marketplace. Goods or services that are characterized by shared consumption and nonexclusion. As a result, government usually provides these goods or services.

A **quota** is a specified limit on the quantity of a foreign product that may be imported. When the foreign supply of a good is restricted, domestic prices will be higher than would have occurred with outside competition.

Resources are used to produce goods and services.

Salary is a form of income paid for work; often used when the payment is based on a flat amount for a month or year, rather than an hourly amount (wage)

Saving is income (earnings) set aside for future use.

Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources.

A **shortage** exists in a market when the quantity demanded (the amount consumers want to buy) exceeds the quantity supplied (the amount sellers are willing to offer for sale) at a given price.

Services are actions that can satisfy people's wants.

Specialists are people who produce a narrower range of goods and services than they consume.

Specialization occurs when individuals or groups produce a smaller range of goods and services than they consume.

Spending is using income (earnings) to buy goods and services.

Standard of living refers to the well being of individuals in the economy. It is the level of subsistence with reference to the adequacy of necessities and comforts in daily life.

Substitute goods are goods that consumers purchase in place of a similar good (i.e., tea may be a substitute for coffee; bagels, a substitute for donuts; etc.). The demand for one good is affected by a change in the price of a substitute good.

A **surplus** exists in a market when the quantity supplied (the amount producers are willing to offer for sale) exceeds the quantity demanded (the amount consumers want to buy) at a given price.

A **tariff** is a tax on imported goods. The primary effect of a tariff is a higher price that restricts consumption.

Taxes are payments made by individuals and businesses to governments to use for the provision of public goods and services. A **proportional tax** is one under which people with higher incomes pay the same portion (percentage) of their income on taxes as people with lower incomes (i.e., a "flat tax"); a **progressive tax** is one under which people who earn higher incomes pay a larger portion (percentage) of their income in taxes than people with lower incomes (i.e., federal income tax); a **regressive tax** is one under which people who earn lower incomes pay a larger portion (percentage of their income on taxes than people with higher incomes (i.e., sales tax).

Technology is the body of knowledge used to produce goods and services.

Trade barriers (see barriers to trade)

Trade deficit means a nation is importing more goods and services than it is exporting.

Trade surplus means a nation is exporting more goods and services than it is importing.

A **traditional economic system** is one in which decisions are based on past behavior.

An **unemployed** person is one who is actively seeking work but does not have a job.

A **non-employed** person is one who does not have a job and is not actively seeking a job; i.e., retired persons, students, etc.

Wages are a form of income paid for work; often an amount calculated by the hour.

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Goal 16 Glossary – History

Bellwether industry refers to a major industry whose economic health affects many collateral industries and businesses, thereby affecting large sections of the population. For example, in the early period of the United States history, agriculture and shipping were bellwether industries; in the nineteenth century steel became a bellwether industry; in the twentieth century housing has become a bellwether industry.

Columbian Exchange refers to the cultural encounters that occurred when European and American civilizations came into contact after the voyages of Christopher Columbus. The Columbian Exchange includes a sharing of food, technology, disease, ideas and people.

Diaspora in history refers to the mass migration of ethnic groups. Examples include the African diaspora to the Americas and the Jewish diaspora around the world.

Early National Period of United States History refers to the time from the end of the American Revolution (1783) and the end of the War of 1812 (1815).

Multi-tiered time lines encompass the same time period with individual time-lines devoted to a specific theme. Multi-tiered time lines allow students to see in parallel fashion that political, social, economic, and environmental history have their own rhythms, and to see when significant events on the individual timelines coincide.

Turning Point in history refers to an event that significantly affected the course of a specific period or theme of history. For example, the election of Abraham Lincoln was a turning point in the relationship between the North and South; the election of Franklin D. Roosevelt was a turning point in the history of the presidency. The Battle of Midway and the Normandy Invasion were turning points in the history of World War II.

Watershed event in history refers to an event that fundamentally changed the course of history. For example, the invention of the printing press, the internal combustion engine, and splitting the atom were watershed events in the history of technology. The Glorious Revolution in England, the American Revolution, and the French Revolution were watershed events in the respective political histories of their nations.

Goal 17 Glossary – Geography

Absolute Location: Location of a point on Earth's surface that can be expressed by a grid reference, (e.g., latitude and longitude).

Acculturation: The process of adopting the traits of a cultural group.

Aerial Distribution: Patterns on Earth's surface observed from an elevated position.

Aerial Photograph: A photograph that shows a portion of Earth's surface usually taken from an airplane.

Carrying Capacity: The maximum number of animals or people a given area can support at a given time under specific levels of consumption.

Choropleth Map: shows differences between areas by using colors or shading to represent distinct categories of qualities (such as vegetation type) or quantities (such as the percentage graduating from high school, population density, or birth rate).

Climograph: A graph that combines average monthly temperature and precipitation for a particular place.

Ecosystem: A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical environment in which they live.

Environmental Stress Zone: Fragile environments on Earth that threatened by overuse, usually due to human activity.

Geographic Information Systems (GIS): A geographic database that contains information about the human and physical characteristics of places and areas.

Global Positioning System (GPS): A computer based system that uses satellites to provide information about the precise location of physical and human features on Earth.

Greenhouse Effect: The ability of certain gases in the atmosphere to capture and retain hat energy released from Earth's surface.

Map Projection: A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface.

Mental Maps: A map which represents the mental image a person has of an area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding the place; also known as a cognitive map.

Nonrenewable Resource: A finite resource that cannot be replaced once it is used, (e.g., petroleum, minerals)

Population Pyramid: A bar graph showing the distribution of human population by gender and age, usually constructed for nations.

Pull Factors: The social, political, economic, and environmental attractions of new areas that draw people away from their previous location.

Push Factors: The social, political, economic, and environmental forces that drive people from their previous location to search for new ones.

Relative Location: The location of a place or region, or geographical feature, in relation to other places or region, or geographical feature, (e.g., northwest or downstream).

Renewable Resource: A resource that can be regenerated if used carefully, (e.g., fish, trees).

Spatial Distribution: The patterns of geographic features over Earth's surface, (e.g., distribution of world population, distribution of playground equipment in parks, distribution of volcanoes and earthquakes).

Spatial Dynamics: The interactions and connections among geographic features on Earth.

Tectonic Force: A physical process within Earth (e.g., volcanic activity, folding. faulting) that creates physical features on the surface.

Thematic Map: A map representing a specific spatial distribution, theme, or topic, (e.g., population density, cattle production, or climates).

Topography: The irregularities in elevation of physical features on Earth's surface, (e.g., hills, valleys, mountains).

Goal 18 Glossary

Acculturation: Process in which contacts between different cultural groups lead to the acquisition of new cultural patterns by one group.

Achieved Status: Any social position gained through personal effort or open competition.

Ascribed Status: Any social position to which a person is allocated by birth or directly as to the outcome of family background, and which cannot readily be altered by individual achievement.

Belief System: The configuration of beliefs that exists in a particular society or culture.

Cultural Pluralism: A policy allowing each group within a society to keep its unique cultural identity.

Cultural Relativism: Any doctrine that the concepts and values of one society or cultural area cannot fully be translated into or fully understood in other languages.

Culture: Shared products of human groups. These products include physical objects and the beliefs, values, and behaviors shared by the group.

Culture Shock: The description of ones normal perspectives as the result of confrontation with an unfamiliar or alien culture.

Culture Trait: Individual tool, act, or belief that is related to a particular situation or need.

Deviance: Behavior that violates significant social norms.

Division of Labor: Specialization by individuals or groups in the performance of specific economic activities.

Ethnocentrism: The attitude of prejudice or mistrust towards outsiders that may exist within a social group; a way of perceiving one's own cultural group in relation to others.

Ethnicity: A set of cultural characteristics that distinguishes one group from another.

Exchange: Individual, group, or societal interaction undertaken in an effort to receive a reward in return for actions.

Formal Sanction: Reward or punishment that is given by some formal organization or regulatory body, such as the government, the police, a corporation, or a school.

Group: A set of two or more people who interact on the basis of shared expectations and who posses some degree of common identity.

Industrial Society: Type of society in which the mechanized production of goods is the main economic activity.

Informal Sanction: Spontaneous expression or approval or disapproval given by an individual or individuals.

Law: A written rule of conduct that is enacted and enforced by the government.

Mode of Production: The system of ownership of the means of production.

Modernization: Process by which a society's social institutions become increasingly complex as the society moves towards industrialization.

Mores: Norms that have great moral significance attached to them.

Multiculturalism: The acknowledgement and promotion of cultural pluralism as a feature of many societies.

Norms: Shared rules of conduct that tell people how to act in specific situations.

Peer Group: Primary group composed of individuals of roughly equal age and social characteristics.

Pluralistic Society: Any society in which there exists a formal division into distinct racial, linguistic or religious groupings.

Post-industrial Society: Type of society in which economic activity centers on the production of information and the provision of services.

Prejudice: Unsupported generalization about a category of people.

Pre-industrial Society: Type of society in which food production, carried out through the use of human and animal labor, is the main economic activity.

Primary Groups: Small group of people who interact over a relatively long period of time on a direct and personal basis.

Psychology: The scientific study of behavior.

Reference Group: Any group with whom individuals identify and whose attitudes and values they often adopt.

Role: Behavior, the rights and obligations expected of someone occupying a particular status.

Secondary Group: Group in which interaction is impersonal and temporary in nature.

Social Institution: System of statuses, roles, values, and norms that is organized to satisfy one or more of the basic needs of society.

Socialization: Interactive process through which individuals learn the basic skills, values, beliefs, and behavior patterns of society.

Sociology: The scientific and positivistic study of society.

Status: Socially defined position in a group or society.

Subsistence Strategy: Way in which a society uses technology to provide for the needs of its members.

Symbol: Anything that stands for something else and has a shared meaning attached to it.

Values: Principles, standards, or qualities considered worthwhile or desirable.

RELATIONSHIP OF PERFORMANCE DESCRIPTORS TO NATIONAL AND STATE STANDARDS

The Social Science writing team used many sources in developing the Performance Descriptors. The national standards in all of the social science disciplines were reviewed as well as standards from several states. Our descriptors compare favorably with the national standards and are similar to some of the other state standards. The following has comparisons to national standards in some of the social science disciplines.

Goal 14 – Political Science - The performance standards that were prepared for this committee were done in accordance with readings, suggestions, and examples from national committees and state organizations linked to the study of political science. Specifically, the vision statement and performance statements were written with ideas drawn from the National Council of the Social Studies, "Statement on Essentials of Social Studies," Social Education 45, March 1981; Essential Characteristics of a Citizenship Education Program, NCSS Board of Directors, 1983; National Standards for Civics and Government, Center for Civic Education, 2000 (Internet Site); National Standards for Civics and Government, 1994; Center for Civic Education Goals 2000 project, part of the Education Act of 1994; and the 1998 Report for the National Assessment of Educational Progress by the National Center for Education Statistics. Specific state standards were reviewed and used as examples originated with reports issued by Texas, California, Nevada, Wisconsin, Virginia, and Colorado. Of course, the goals, standards, and benchmarks from the Illinois Learning Standards were the main driving element in the scope and sequencing of these statements.

Goal 15 – Economics - The economic performance descriptors that were prepared for this committee were done in accordance with reading, suggestions, and examples from the Illinois Council on Economic Education, as well as national committees and state organizations linked to the study of economics.

The Illinois performance standards are strongly aligned to the Voluntary National Standards for Economics, both of which reflect a need for cumulative, progressive understanding of economics. The writers also consulted state standards from Texas, Maryland, and Minnesota. However, the goals, standards, and benchmarks from the Illinois Learning Standards were the main focal point in the sequencing of these Performance Descriptors.

Goal 16 – History - The history performance standards were derived from materials developed by the National Council for History Education, specifically "Building a United States History Curriculum" and "Building a World History Curriculum." The writers also consulted state standards from Texas, Nevada, and California, as well as the National Standards publications for United States history, world history, and for grades K-4. Writers also drew heavily on the work completed by the Social Science Performance Standards committee in 1998-99 that wrote benchmark indicators, suggested activities, and annotations of student work samples.

The Social Science Performance Standards Committee adapted items from states with mandated curriculums to the appropriate cognitive levels with the Illinois Benchmark Indicators in mind.

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